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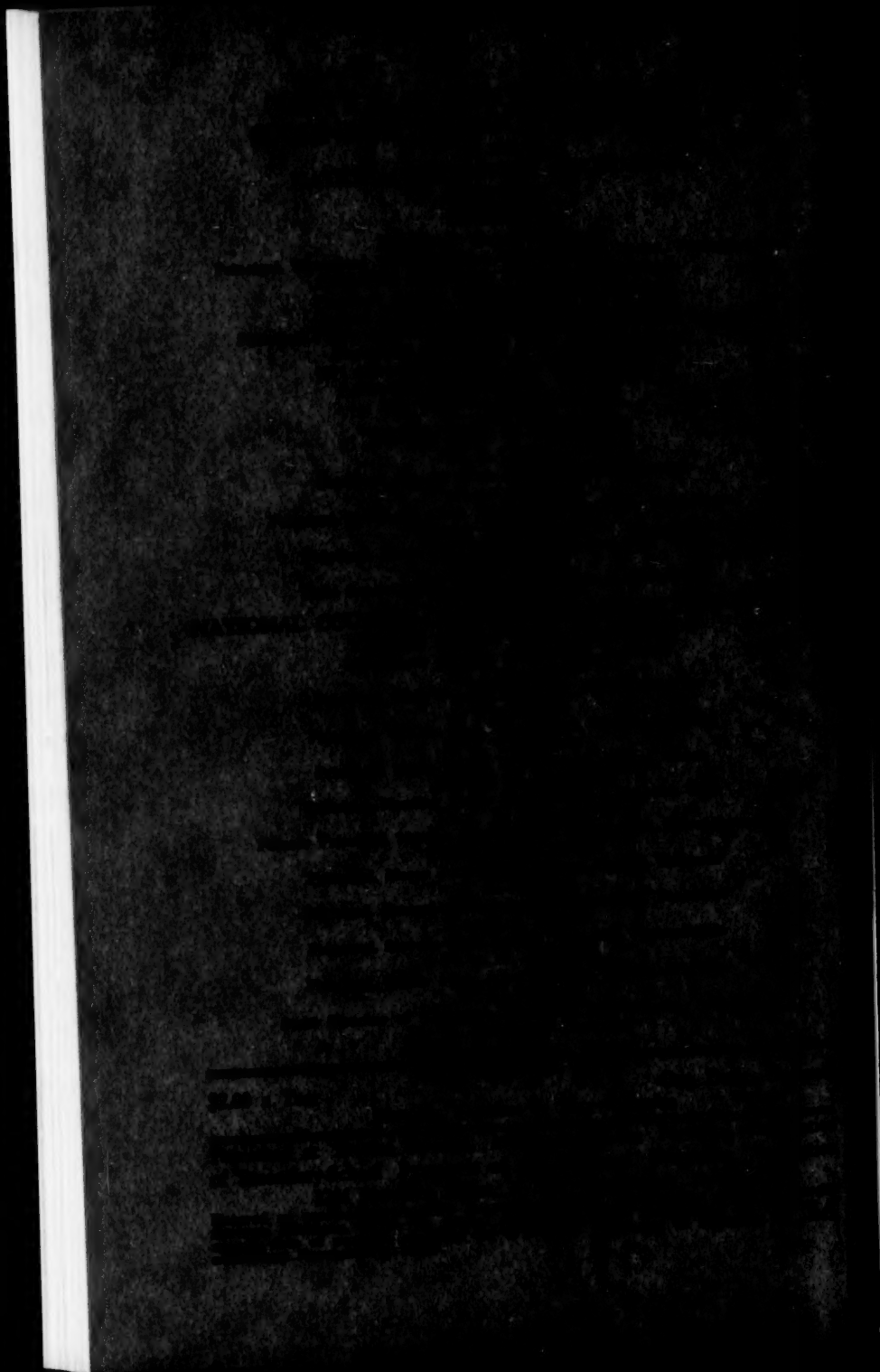
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# THE BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

a Department of Secondary Education of  
THE NATIONAL EDUCATION ASSOCIATION

*Issued Eight Times a Year, Monthly October to May Inclusive*

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Volume 24

OCTOBER, 1940

Number 92

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## **Promising Practices in Secondary Education**

A manual containing descriptions of numerous approaches used by secondary-school principals to the problem of developing ways and means of improving secondary education, and giving information on what these reporting principals consider promising practices in their schools. The reports are representative of the large number received through the activity of the Discussion Group Project and the Implementation Commission during the school year 1939-40.

*Compiled and edited by*

**WALTER E. HESS**

*of the National Association of Secondary-School Principals*

*With editorial assistance by*

**PAUL E. ELICKER**

*Executive Secretary*

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THE CONTENTS OF THIS BULLETIN ARE LISTED IN "EDUCATION INDEX"

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by

THE NATIONAL ASSOCIATION OF  
SECONDARY-SCHOOL PRINCIPALS

PAUL E. ELICKER, *Executive Secretary*    WALTER E. HESS, *Managing Editor*  
1201 Sixteenth Street, N. W.                      Washington, D. C.

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## *The Editor Comments*

GRATEFUL ACKNOWLEDGMENT is made of the many contributions that superintendents, principals, administrative assistants, and teachers made to the National Association of Secondary-School Principals through the Discussion Group Project. So many school practices were submitted that the limitations of *The Bulletin* would not permit the complete report of practices. The aim of those who selected the specific school reports was wide school representation and diversity of school practices.

The association of the name of the principal with a practice does not necessarily indicate authorship. It identifies this practice with the school. To all—teachers and administrators—a professional indebtedness is acknowledged for the wealth of material that is available to the administrators in secondary education. The hope is expressed that the consideration and use of some of these practices will be far-reaching and of significant value to the better effectiveness of school administration.

THE STAFF encourages school administrators to analyze these school practices and to express freely their evaluation of their application of the *Issues of Secondary Education* and the *Functions of Secondary Education*. Those who can find no inherent value are invited on an equitable basis to express their judgment on these criteria as an expression of the democratic way of thinking on all school practices.

THE BULLETIN has taken on a new appearance in its cover page and in the illustrative representation of school activities.

For the cover page, acknowledgment is given to John Harber, a graduate of the Class of 1940 of the Newton (Massachusetts) High School.

Selected advertisements also appear in this number. The attention of all school administrators is called to the type and quality of school products and equipment represented in these advertisements.

# *The President's Letter*

## **National Association of Secondary-School Principals**

1201 Sixteenth Street, N. W.

WASHINGTON, D. C.

September 12, 1940

TO MEMBERS OF THE NATIONAL ASSOCIATION OF  
SECONDARY-SCHOOL PRINCIPALS:

With the opening of the school year, it is with pleasure and professional satisfaction that I am able to announce to our Association the change of our central offices from Chicago to a closer association with the National Education Association. This change has been under consideration by the Planning and Executive committees for several years, and this summer our new offices were established in the National Education Association Building at 1201 Sixteenth Street, N. W., Washington, D. C., under the leadership of Paul E. Elicker, as executive secretary.

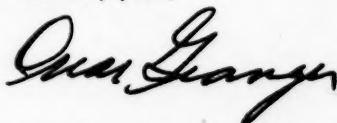
The Association will be served from the new Washington office by Paul E. Elicker, and from the present office at 5835 Kimbark Avenue, Chicago, by H. V. Church, who, for a long period, has provided valuable leadership, and who has agreed to give his guiding hand as Associate Secretary. The Association is fortunate, indeed, to have the continued services of one who has so efficiently directed the office of the Association for many years. The division of services to the members is listed on the following page.

Mr. Elicker enters into this new relationship to the Association with a rich background of experience in education. During twenty-six years Mr. Elicker was a teacher, head of a department, assistant principal, and principal in public and private secondary schools in New York, New Jersey, and Massachusetts. He has graduate degrees in education from Columbia and Harvard; was a teacher in secondary-school administration at Boston University, a consultant on the President's Advisory Committee on Education, a field chairman in the study of schools through the Co-operative Study of Secondary School Standards, a member of the National Committee on Research in Secondary Education, and a leader in his own state of Massachusetts, where he has been the past seventeen years, the last eight as principal of the Newton High School, Newtonville, Massachusetts.

Mr. Elicker appeared on many programs and was actively engaged on committees of the Association, served in all the offices, and was its president in 1938-39. He comes to us with an intimate knowledge of the needs of our Association and with a professional enthusiasm for advancing the level of secondary education.

I earnestly cherish your continued co-operation in meeting with us the challenge of secondary education.

Faithfully yours,



*President, National Association of Secondary-School Principals  
Principal, Haverford Township High School, Upper Darby, Pennsylvania*

#### THE SERVICES OF THE ASSOCIATION

The services to the members of the Association for the year 1940-41 are allocated as listed, and all communications should be directed to the designated office.

##### WASHINGTON OFFICE

1201 Sixteenth Street, N. W.

Paul E. Elicker, Executive Secretary

- |  |   |
|--|---|
| 1. Membership in Association   | 7. The N. Y. A. Student Work Program                                    |
| 2. All publications of Association<br>The Bulletin<br>Student Life<br>Special publications | 8. All payments of member accounts                                      |
| 3. All business of conventions   | 9. Purchase of Transfer Certificates, Record Blanks, and all Bulletins. |
| 4. The Discussion Group Project  | 10. All other services not listed under Chicago office.                 |
| 5. The Book-of-the-Quarter Club  |   |
| 6. All standing committees and research studies  |   |

##### CHICAGO OFFICE

5835 Kimbark Avenue

H. V. Church, Associate Secretary

- |   |  |
|---|--|
| 1. The National Honor Society<br>Charters<br>Pins, charms, and rings<br>Loans to members in college | 4. Club rates for magazines for schools  |
| 2. The National Junior Honor Society  | 5. Consumers Union   |
| 3. Group Life Insurance   | 6. Purchase of Transfer Certificates, Record Blanks, and all Bulletins for members in Middle Western and Western area. |



## PREFACE

Administrators in the field are always very much interested in learning about the thing which has worked. Their main job, their chief responsibility is to make things work, hence their interest in practices. Their realization of the need for further information concerning new endeavors has done much to spur the collection of interesting and promising practices and to make them available through the services of *The Bulletin*.

The basic purpose of this effort is to affect favorably the process of instruction, to improve the means whereby boys and girls will become better educated, and to make desirable differences in the practices of the Nation's secondary schools. No illustration offered in these pages will, of itself, guarantee a successful application in a particular school. Each report is offered as one of many ways of implementing the essentially important idea. The variations in degree and kind are infinite. It is hoped that the idea will offer a stimulus to creative experiment and a challenge to applied effort.

May we urge the wisdom of making analyses of both the existing situation and the practice itself before proposing a plan. Seeing the obstacles or difficulties in advance and planning accordingly will usually mean the difference between a pleasant experience of discovery and accomplishment and the too often unfortunate result disclosed in the pronouncement: "It wouldn't work here," or the comment, "It's no good anyway. It's just a story on paper."

Oftentimes practices are not only attempted too rapidly and too completely as they are described, without thought to the local situation, but they are tried on too extensive a scale. An application of the idea to a segment or unit of the whole often proves more feasible from every standpoint. Such attempts are easier to set up, to control, to finance, to operate, to judge. There is less opposition ordinarily to the restricted or small unit project.

On the other hand the effort, if too small, may be lost, if the situation is very large; or if there is a small amount of opposition, to ignore the need will tend to delay progress. It is not uncommon to see laudable efforts at experimentation, or attempts to apply new practices stymied by traditions or established practices of similar or larger scope. Different conditions will test the judgment and ingenuity of the administrator as to the extent and character of the attempt to be made.

It is hoped that principals will continue to keep the Association headquarters informed of the success or failure of practices attempted and also to submit new practices as they are developed.

FRANCIS L. BACON  
*Chairman, Planning Committee*

## FOREWORD

Mere diversification of educational practices does not connote improvement. Nevertheless selected samples of these innovations chosen with reference to known areas of interest and with reference to accepted criteria of excellence tends to provide guidance for all those who accept these criteria.

In compiling the reports contained in this issue of *The Bulletin*, the Planning Committee of the NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS, through its Discussion Group Project, was guided by the general point of view in secondary education set out in the *Issues and Functions* reports of the Orientation Committee. Furthermore, it made its selections of sample practices with an eye on the reported needs of secondary-school principals as determined by the Implementation Commission and paid special attention to that area of general concern about adapting the secondary-school program to an unselected youth population. Under these conditions selected innovations in school practices are a valuable source of information for all workers in the field of youth education. The Implementation Commission is glad to see this material reach the members of the Association and hereby expresses its appreciation to the director of the Discussion Group Project and his assistant for carrying on this enterprise.

As chairman of the Implementation Commission, I should like to call the attention of the members of the Association to a need which will be obvious to many as they read this issue of *The Bulletin*. This is the need for *evaluation* of these practices. The Association needs not only to point out a divergent practice which some enterprising principal has instituted, but also to be able to report to other members of the Association what the established merits of the new practice are; what new or better results are known to obtain where such a practice is used as compared to previous practices. Careful principals want to know more about an innovation than that it exists in some other school. They want to know what known advantages there are before they decide to attempt to incorporate it into the programs of their schools. Unfortunately, the material presented here can report little in the way of evaluation not because the committee did not seek for such evidence, but because for the most part objective evaluation of innovations has not begun or at best is still incomplete.

This business of evaluation of innovations in educational practice is a matter of great concern to the Association in general and to the Implementation Commission in particular. This Committee invites activity of state departments, high schools, discussion groups, and of centers of professional education to the possibilities of individual and group activity which results in more objective evaluation both of old and new practices as a sure means of swift educational progress.

WILL FRENCH

*Chairman, Implementation Commission*

OCTOBER, 1940

## INTRODUCTION

WALTER E. MYER

*Former National Director, Discussion Group Project*

For several years the National Association of Secondary-School Principals has been at work on a long-range program for the improvement of secondary education in the United States. It is a program democratically conceived and executed. No attempt is made to induce the schools of the Nation to adopt suggestions which have been made by a few leaders. Rather there is a rigid adherence to the democratic process, which includes the following steps:

The systematic definition, by recognized leaders, of the issues and problems to which attention must be directed, if there is to be a forward movement in secondary education, and the submission of a tentative program of improvement. These constituted the actions taken in the first step. If progress is to be made through the pressure of informed opinion, thinking must be directed to specific problems.

This step was taken through the creation of an Orientation Committee, which, after several years of study, published two reports, *The Issues of Secondary Education*, and *The Functions of Secondary Education*. The purpose of the Committee was to turn the thinking of educators to certain definite problems in order that decisions bearing upon these issues might be made after systematic consideration had been given them, and in order that such decisions might be made in the light of investigation and evidence.

The second step was taken when provision was made for widespread study of the problems set forth by the Orientation Committee. Too often leadership in a democracy is rendered ineffective, not because the recommendations of leaders are rejected, but because they are ignored. In order that high-school principals and teachers might give sustained and systematic attention to the specific questions raised by the Orientation Committee, discussion groups were formed throughout the Nation. Each state was organized. Discussion guides were distributed and discussion techniques studied. Thousands of principals and teachers are now participating in this organized discussion. Probably never before have so many educators fixed their attention upon any educational program.

The third step involved a shifting from theory to practice. The Orientation Committee had recommended a number of changes in educational practice. Principals and teachers had discussed these recommendations in their local groups. But they were not satisfied with abstract argument. They inquired, "How do these recommendations work out in those localities where they are actually being followed?" "Are there schools which are already doing the various specific things which the committee advocates, and, if so, how successful are the practices?"

In response to these questions the National Association, acting through its Discussion Group Project, undertook to locate practices which give effect to the recommendations found in *The Issues of Secondary Education* and *The Functions of Secondary Education*. A call went out to high-school principals and others interested in secondary education, asking that practices of this kind be reported.

Replies were received from over six hundred schools, and *Promising Practices in Secondary Education* was built upon these replies. It classifies and summarizes the reports of practices received from the field.

Attention is called to the fact that these practices are described just as they were reported. No investigation has been made to determine how authentic or how scientific the accounts are. They are not endorsed or recommended by the National Association.

These reports should, nevertheless, have great suggestive value. They should serve as clues to administrators and teachers who are looking for improved ways of handling their problems. Each represents an idea, a hope, an attempt at betterment. Even though the idea may not work as well in reality as it appears to work on paper, the study of the practice may lead to its inauguration in some other place, where it may be better administered. The reports should serve to give definiteness to studies and discussions of educational policies. It is the hope of the National Association of Secondary-School Principals that these reported practices may be discussed by groups of administrators and teachers throughout the Nation, and that, when studying one of the practices, the question may everywhere be asked, "Should this experiment be tried in our school?" Thinking may be more effectively organized through the study of such specific experiences than through exclusive reference to abstract exposition or argument.

The publication of *Promising Practices in Secondary Education* does not, however, conclude the long-range program of the National Association. Another step remains to be taken and, as a matter of fact, is now in process. Another committee has been set up by the Association—The Implementation Commission. Its work is one of evaluation. It takes up the various recommendations of the Orientation Committee and studies means whereby they may best be put into effect. It evaluates current practices which are designed to operate to that end. It recommends practices which stand the tests of experience.

After the work of this commission has been completed, administrators and teachers will have at hand not only an outline of educational improvements recommended by recognized leaders in secondary education but also authoritative information concerning concrete measures looking toward the realization of the approved objectives.

It is not contemplated that pressure of any kind will be applied to induce local communities to adopt the recommended measures. The program is to remain democratic to the end. But democracy in education as elsewhere presupposes planning; presupposes leadership and co-operative thinking in the formulation of purposes and the choice of methods. The National Association, through its four-point program, undertakes to provide machinery whereby the ideas and practices of leaders may be brought quickly to the attention of all and made the subjects of co-operative study and thought.

# Guidance Practices

## CONTRIBUTING SCHOOLS

### 1. Discovering Pupil Interests, Capacities, and Aptitudes

Cabot, Vt., High School	Philadelphia, Pa., Dobbins Voc. School
Decatur, Miss., East Central Jr. College	Seattle, Wash., West Seattle H. S.
Harrisburg, Pa., High Schools	Terre Haute, Ind., Wiley H. S.
Kirksville, Mo., State Teachers College	Thomaston, Me., High School
Manhattan, Kan., Junior H. S.	Tracy, Calif., Union H. S.
Philadelphia, Pa., Gillespie Jr. H. S.	Washington, D. C., Eastern H. S.

### 2. The Home Room

Batavia, Ill., High School	Kansas City, Mo., Northeast Jr. H. S.
Boonville, Mo., High School	Los Angeles, Calif., Eagle Rock Jr.-Sr. H. S.
Chicago Heights, Ill., Bloom Twp. H. S.	New Holstein, Wis., High School
Cushing, Okla., High School	New York City, Brooklyn Girls H. S.
Ely, Nevada, White Pine Co. High Schools	Rugby, N. D., High School
Evanston, Ill., Twp. H. S.	Scarsdale, N. Y., Jr.-Sr. High Schools
Findlay, Ohio, Donnell Jr. H. S.	Springfield, Mo., Jarrett Jr. H. S.
Greeley, Colo., High School	Stillwater, Minn., High School
Hardwick, Vt., Academy	West Lafayette, Ind., Sr. H. S.
Indianapolis, Ind., Shortridge H. S.	Winfield, Kan., High School
Jackson, Minn., High School	

### 3. Techniques of Guidance

Aberdeen, N. D., Central H. S.	New Orleans, La., Nicholls H. S.
Augusta, Me., Cony H. S.	New Philadelphia, Ohio, Welty Jr. H. S.
Brentwood, Mo., High School	Orlando, Fla., Memorial Jr. H. S.
Brooklyn, N. Y., Tilden H. S.	Parsons, Kan., High School
Canton, Ohio, McKinley H. S.	Pasadena, Calif., Jr. College
Champaign, Ill., High School	Philadelphia, Pa., District No. 6 Schools
Columbus, Ohio, West Sr. H. S.	Portland, Oregon, Polytechnic School
Frankfort, Ind., High School	Redwood City, Calif., Sequoia Union H. S.
Greeley, Colo., Sr. H. S.	St. Paul, Minn., Central H. S.
Harrison, N. Y., High School	San Diego, Calif., Hoover Sr. H. S.
Holidaysburg, Pa., High School	Stevens Point, Wis., High School
Honolulu, Hawaii, McKinley Sr. H. S.	Strathmore, Calif., Union H. S.
Howe, Ind., High School	Trenton, N. J., Central H. S.
Litchfield, Minn., High School	Washington, D. C., Roosevelt H. S.
Madison, Wis., University H. S.	Washington, Ill., High School
Mt. Emmons, Utah, Altamont H. S.	Wheat Ridge, Colo., High School
Nashua, N. H., Jr. H. S.	

### 4. Surveys of Job Opportunities

Atchison, Kan., Ingalls Jr.-Sr. H. S.	Salida, Colo., High School
Canton, Ohio, Public Schools	Seattle, Wash., Cleveland H. S.
Greeley, Colo., Sr. High School	Selma, Ala., Parrish H. S.
Knoxville, Tenn., High Schools	Spartanburg, S. C., High School
Newark Valley, N. Y., Central H. S.	Springfield, Minn., High School
Ottawa, Kan., High School	Springfield, Mo., Sr. H. S.
Philadelphia, Pa., Bartram H. S.	Thomaston, Ga., Lee Institute

### 5. Co-operation Between School and Public Employment Offices

Cicero, Ill., Morton H. S.	New Rochelle, N. Y., Dept. of Educ.
Excelsior, Minn., Jr.-Sr. High School	Ogden, Utah, Jr. College
Framingham, Mass., High School	Portland, Oregon, Polytechnic School
La Porte, Ind., High School	Providence, R. I., High Schools
Mount Vernon, N. Y., Edison Voc. and Technical H. S.	

### 6. Follow-up Studies

Athol, Mass., High School	Los Angeles, Calif., Wiggins Trade School
Big Rapids, Mich., High School	Oakdale, Calif., Union H. S.
Downers Grove, Ill., High School	Preston, Idaho, High School
Dubuque, Iowa, Jefferson Jr. H. S.	Seattle, Wash., High Schools
Great Bend, Kan., Sr. High School	Washington, D. C., Eastern H. S.
Lakewood, Ohio, High School	

### 7. Guidance After Leaving School

Grand Rapids, Mich., Godwin Heights H. S.	New York City, Brooklyn Girls School
Natchez, Miss., Public Schools	Philadelphia, Pa., Gillespie Jr. H. S.

### 1. *Discovering Pupil Interests, Capacities and Aptitudes*

**Cabot, Vermont.**—High School. Pupils indicate their first and second interests in vocations. These are arranged in order of frequency, and one or more are discussed each week at a regular school period. These vocations are distributed among the five teachers of the school according to their interest and familiarity with the vocations. The teachers study the assigned vocations and report to the pupils. Not only does this provide the pupils with the information desired but also it awakens their interests in new avenues of work hitherto not known to them. Attendance is elective. This year (1939-40), 100 per cent of the enrollment of eighty pupils attended classes in some thirty vocational subjects—E. J. VACHON, *Principal*.

**Decatur, Mississippi.**—East Central Junior College. Each faculty member is assigned an average of twelve incoming eleventh-grade pupils to whom he is counselor. All information possible is secured by the counselor about each of his pupils. Interviews supplement information already supplied by high-school records and test results. The counselor discusses with each pupil his possibilities in various fields. The library provides an up-to-the-minute collection of materials helpful in education and vocational guidance. A short orientation course is given in order to help them in making proper choices of courses and work.—L. O. TODD, *President*.

**Harrisburg, Pennsylvania.**—High Schools. Interest inventory tests are given through the research department of the system. These are used for predictive and diagnostic purposes in guidance. They are used more to place pupils of the ninth grade in high-school courses in which they are most likely to succeed; hence more for educational guidance than vocational guidance. They are developed more in terms of the particular pattern of interests of boys and girls in the academic, commercial, vocational, and scientific curriculums of the schools.—F. G. CORNELL, *Director*.

**Kirksville, Missouri.**—State Teachers College. Pupils in any high school in northeast Missouri are eligible to come to the Bureau of Guidance at the State Teachers College for clinic work. The superintendent, principal, or teacher sends descriptive case records of the students he plans to bring to the clinic. In each case he describes family background, educational experience, results of tests, reactions to home and school, and any problems that the student may have. These case reports are examined and a number of tests are given in each case. Some of these tests are sent to the high school and administered there. Others are administered the day they are brought to the clinic. Usually, about five students are brought each day. They arrive early in the morning and complete their tests which are graded in time for the interview. The case report from the high-school official is examined. The test record is studied. The pupils are called into the office for private conferences. The pupil's problems are discussed with him, advice is given in the light of the information at hand, the case is written up and returned to the high school with a psychograph of all test results, together with a record of all clinical tests taken by the student. About forty pupils receive this service each year.—N. W. RICKHOFF, *Chairman, Personnel Service*.



**Manhattan, Kansas.**—Junior High School. As a part of the course in the occupations class, pupils work in various places of business in the town. They generally work for an hour and a half after school for several weeks during the year. This gives the pupils first-hand information and experience on how the various places of business are managed and some idea of the work the employees do, the working conditions, and the type of people employed.—C. C. KILKER, *Principal*.

**Philadelphia, Pennsylvania.**—Gillespie Junior High School. Interests, capacities, and aptitudes of pupils are discovered by the home-room advisers, sponsors, subject teachers, and teachers in charge of curriculum guidance through personal interviews with pupils, parents, and other teachers, and through a complete study of all school records from the first grade on. Advisers consult all available records before curriculum and course selections are made. Parents are encouraged to come for conferences and are often summoned. Joint meetings are arranged for parents and pupils in connection with educational guidance. Whenever achievement records or attendance indicates that an unsuitable curriculum may be the cause of maladjustment, a case study is undertaken until a satisfactory adjustment has been made.—GERTRUDE NOAR, *Principal*.

**Philadelphia, Pennsylvania.**—Murrell Dobbins Vocational School. Pupils are admitted into this trade training school on the following basis: an intelligence test, an interview with the shop teacher of the trade desired, a mechanical aptitude test, record of former schooling, and completion of the ninth grade. On the basis of this information and after a general discussion of each candidate, the admissions committee, composed of the guidance counselor and several teachers representing various fields in the school, selects the pupils.

Each trade teacher studies the records, interviews all pupils, gives each candidate a one to five rating, and returns the rating to the admissions committee. A questionnaire of eighteen items is given to each pupil. The pupil records such data as his reasons for selecting the school and the course, the subjects he likes in school, and his interests and hobbies. These are studied by the trade teacher.

The trade which the pupil elects has some bearing on the selection. First, no more are taken into a class than it seems likely that industry can absorb. Second, a pupil with an I. Q. below ninety is not considered a good risk. As a possibility, the school is considering adding courses in which pupils not suited for the skilled trades may be trained in machine tending and work involving repetitive operations. Misfits in one trade are guided into other trades. By this plan, people are beginning to feel that admission to a vocational school is a privilege, rather than a dumping ground for backward, dull, and maladjusted pupils.—R. J. NOVAK, *Teacher*.

**Seattle, Washington.**—West Seattle High School. To some extent, motion pictures of the home-made type are used, in addition to those more or less of the commercial type as a means for counseling pupils. For example, one high-school teacher, with his amateur movie camera and sixteen mm. film, made a motion picture on engineering. During his summer

vacation he took pictures of Boulder Dam, the China Clipper, the oil fields and refineries, highway construction, ocean liners and streamlined trains. During the school year, pictures illustrating the problems of an engineer entrusted with the successful management of a large industrial plant were taken. Pictures of college students at work in their engineering laboratory at college were also taken. Pupils of the high school were chosen to portray the characters in the story running through the picture. The film is used for the guidance of high-school pupils who believe they want to be engineers. They show not only the spectacular side of engineering but also the difficulties encountered by one aspiring to become an engineer and the type of individual who has the greatest possibilities of success in this profession.—R. A. WOHLRABE, *Teacher*.

**Terre Haute, Indiana.**—Wiley High School. Last year (1938-39), formal lessons, one a week, were begun in guidance. These are prepared by a guidance committee under the direction of the city director of guidance. A boys' and a girls' counselor, chosen from the faculty, teach one period less a day, in order to devote their time to guidance work, largely educational and vocational. Other phases are the responsibility of the deans of boys and girls. The guidance counselors plan to extend their work into mental hygiene in cooperation with the other teachers, since practically all of them have had courses in this field and are aware of its importance.—W. S. FORNEY, *Principal*.

**Thomaston, Maine.**—High School. In this small high school of one hundred and fifty pupils, each teacher can make a careful study of the individual pupil. For example, a boy in the school was indifferent both to school studies and activities. A teacher had a conference with the pupil and discovered that the boy was interested in showmanship. He was asked to put on a school show. He wrote advertisements for the school paper and gave ideas for cartoons which someone else drew. He planned the show and helped in producing it. His school work now shows decided improvement, and he is a much happier individual.—L. C. STURTEVANT, *Principal*.

**Tracy, California.**—Union High School. All the eighth-grade graduates of the city are divided into four groups and each assigned to an adviser in the high school. These persons interview their groups during the week previous to the opening of school and help them make out their school program, taking into consideration high-school graduation requirements, the individual's ambitions and preferences, and success in the elementary-school subjects. Parents are urged to come with the pupil for this personal interview. Those pupils whose parents do not accompany them take their schedule card home to discuss it with their parents and to get their approval. During the first week of high school, all freshmen are given intelligence, reading, arithmetic, and spelling tests. In the light of these tests and the try-out during the first few weeks, program adjustments are made.—W. W. CROW, *Principal*.

**Washington, D. C.**—Eastern High School. By frequent conferences with home-room groups, individual pupils, parents, and teachers, semester advisers endeavor to discover the needs and interests of pupils and to help



each pupil plan for himself a program of school work and other school activities that will best fit his interests and abilities.

Each entering pupil is requested to fill out a questionnaire designed to discover his interests and abilities, plans for the future, and family and personal resources. Each home-room teacher has access to these questionnaires, the pupil's scholastic marks, his I. Q. rating, his personal interview report. With this, she is able to advise him as to the course he should pursue.—CHARLES HART, *Principal*.

## 2. The Home Room

**Batavia, Illinois.**—High School. The home room is looked upon as a place where pupils work together, where they plan most of their activities, and where a reasonable amount of teacher guidance is provided. Each home-room teacher is required to visit at least once a year the home of each pupil in her home room. Home conditions and pupil environment are reported for office and teacher use.—ALBERT WILLIS, *Principal*.

**Boonville, Missouri.**—High School. Each home-room teacher prepares a home-room guide book. It is an accumulation of all the things the teacher knows about the pupil. Its chief value as to form is that it is an organized method of tabulation which makes essential information readily available to those interested in and concerned with the pupil.

The home-room teacher gathers this information and records it for her private use and the use of other teachers when necessary. This information is private and is used by others only in conjunction with the home-room teacher. The information is gathered from the parents, the child, the neighbors, teachers, minister, and from any other sources where appropriate and accurate information is available. When this information is well coordinated, it is a valuable adjunct to the school personnel.—L. E. ZIEGLER, *Superintendent of Schools*.

**Chicago Heights, Illinois.**—Bloom Township High School. One period a week of the home-room program is given to guidance. These units are prepared by the school's guidance leader or director. Guidance is also given here to the pupil in making out a curriculum program. Every time a pupil is absent three days or more each home-room teacher visits the pupil's home and makes a detailed report for office and teacher use.—ANNADEL N. WILE, *Social Studies Teacher*.

**Cushing, Oklahoma.**—High School. The ninth-grade home-room period gives attention to study habits, deportment, manners and courtesy, aptitudes, likes, and dislikes.

The tenth-grade home room continues the work of the ninth grade and adds much in the way of occupational guidance, in order that the subjects of the next two grades may be chosen with a more definite aim.

The eleventh-grade home room stresses personality. The pupils are instructed in the choice of clothing and in the make-up and conduct for all types of social gatherings. Proper forms for making, keeping, and entertaining "dates" are discussed. Some home rooms give demonstrations in table etiquette. Attention is also given to the proper selection of twelfth-

grade subjects. Non-college pupils study occupations in relation to twelfth-grade subjects useful in occupations.

The twelfth-grade home room follows the whims of the pupils, choosing for study and discussion such subjects as personality, getting along with people, leadership, the art of conversation, and social customs. They study such problems as the cost of attending college, how to make a personal budget, the opportunities of working one's way through college, and the cost of preparing for various professions and trades. As the need for differentiated guidance arises the home-room group is broken up into smaller groups for study, research, and discussion.—ELIZABETH M. TAYLOR, *Head, History Department.*

**Ely, Nevada.**—White Pine County High Schools. Home-room programs dealing with various phases of group guidance are held once a week. A definite period is set aside and each home room discusses the same topic, which lends for well-planned programs and uniformity. Some of the topics that are discussed include sportsmanship, prevention of accidents, courtesy, health habits, observation of holidays, and famous heroes and heroines in American history. The same materials are used for each of the home-room programs. Home-room teachers are, however, encouraged to add topics of their own choice to the programs.—CHESTER V. DAVIS, *Superintendent.*

**Evanston, Illinois.**—Township High School. The school is organized into twelve large divisions, with a home-room director acting as the chief guidance officer for each group. With each director are associated several teachers who act in direct advisory capacity to groups of thirty pupils each. In other words, several home rooms make up a division. In the home room is assembled the personnel data for all the pupils of the room. In addition to this counseling service, tests such as achievement, mental ability, personality, reading, and physical skills, are given; guidance in the selection of courses of study is offered; guidance materials of interest to pupils are filed in the library and the home room; extra-curricular activities are provided to help pupils; outside speakers, motion pictures and school trips are introduced; a placement service is maintained and a psychologist is available for special problems.—FRANCIS L. BACON, *Principal.*

**Findlay, Ohio.**—Donnell Junior High School. The thirty-minute home-room period has been looked upon as a guidance period. Here an informal democratic spirit prevails. Three days of the week are devoted to group guidance and the other two days to individual work. In the seventh grade an orientation course is given, with a study of biographies for special traits and their development. In the eighth grade, emphasis is placed upon manners (by case method), personality, and educational opportunities. In the ninth grade, educational and vocational guidance with course studies and individual work in self and vocational analysis is stressed.—C. A. ROBBINS, *Principal.*

**Greeley, Colorado.**—High School. The home rooms of about thirty-five pupils each meet for five minutes every morning, for thirty-five minutes every Monday, and at other times in the third-hour period during the week if such meetings are called by the council or the faculty to dispose of

business. In the last year pupils in the junior and senior classes choose their own home-room teacher. The only stipulation is that the pupil must know the teacher whom he chooses. In this way the pupil is free to choose a teacher whom he thinks can give him the most individual and group help during the year. In the home-room periods, pupils discuss conflicts or problems which the weekly and daily bulletins bring up and hear and discuss the reports of the student council representative and spokesmen for other student committees. Pupils have had varying degrees of difficulty in adjusting themselves to this period in which they are free to discuss any manner of school or individual problem upon which they think group discussion would be helpful. Deciding upon a course of action, having too little time to consider the problem, having too much time, wandering from the problem, emotionalized and superficial thinking are among the difficulties which pupils and faculty have found appearing in this technique. However, pupils are finding that they can gain from such a procedure, and consequently the period is becoming more valuable.—R. S. GILCHRIST, *Director of Secondary Education*.

**Hardwick, Vermont.**—Academy. One forty-minute period weekly is devoted to the home room. A program of activities has been carefully worked out for each of the six high-school years. The whole program has been co-operatively developed. Each year's activities forms a reasonable part of the full six-year program. Repetition and duplication of effort on the part of both teachers and pupils occur only when such is considered necessary. Activities included are: organization and parliamentary procedure, how to study, group and individual guidance, using the library, personality development, social usage, a study of the field of work, selecting the courses for the next year.—I. H. HOXIE, *Principal*.

**Indianapolis, Indiana.**—Shortridge High School. A new phase of the guidance program has been adopted. Two faculty members devote part of their time to carrying out the plan. All juniors are required to fill out cards to determine if they are meeting college requirements or vocational objectives. These cards (5 x 7) have thirty-two points, including subjects, marks, occupation of parents, hobbies, clubs, attitudes, plans for the future. After filling out the card, each pupil has a conference with the home-room teacher and with the guidance director if necessary.—W. J. GAMBOLD, *Social Studies Teacher*.

**Jackson, Minnesota.**—Public Schools. A club program takes the place of the home-room organization. At the beginning of the year, a list of clubs which the teachers feel that they can sponsor is set up. Pupils are asked to indicate first and second choices.—A. O. MYRON, *Superintendent*.

**Kansas City, Missouri.**—Northeast Junior High School. All activities for the week are summarized, and plans and suggestive procedures for the week are compiled by the home-room committee. Every Monday morning these are placed in the hands of each home-room teacher in a weekly mimeographed home-room bulletin. These are organized by days of the week under three general headings: reminders, plans, and announcements.—W. W. CLEMENT, *Principal*.

**Los Angeles, California.**—Eagle Rock Junior-Senior High School. The school is organized into three cycles, seventh and eighth grades, ninth and tenth grades, and eleventh and twelfth grades. In each of these cycles, the pupils' programs are unified through a "Basic Course," a class whose instructor remains with his group during the two-year cycle and becomes in a very personal way the adviser and interpreter of the individuals in his class. To him come all records, all information, all recommendations. His contacts with the parents, as well as with all the pupil's school relationships, are frequent. Regularly he meets other instructors of the grade in a Grade Curriculum Committee, so that the continuity of the pupil's experience may be clear in the consciousness of all his teachers, as together they plan the general sequence of units of work and the materials necessary for their accomplishment. It is this particular instructor who aids the pupil in deciding upon his interests, major and general. Through him, because of his knowledge and understanding, adjustments in the pupil's program are achieved. In the final analysis, the instructor combines in this capacity the home-room and guidance functions.—HELEN C. BABSON, *Principal*.

**New Holstein, Wisconsin.**—High School. The vocational guidance centers on occupations and personality development. This work is carried on by a series of outlines which the student follows. The time allotted for this subject of careers is forty-five minutes one day a week, the home-room period. During this time talks are given by the pupils who explain their choices of occupations. Not only is a pupil enlightened as to the desirable and undesirable features of an occupation, but also he is helped in his public speaking which is a great aid in putting himself across to an employer.—J. H. MURPHY, *Principal*.

**New York City.**—Girls High School. The home room is an integral part of the guidance program. Its program is primarily an attitude-developing enterprise. In the freshman year the development of a desirable school attitude is the central theme; in the sophomore year, a desirable home attitude; in the junior year, desirable social and civic attitudes; and in the senior year, desirable professional and business attitudes. Once a month a long period program is devoted to the discussion of these attitudes. This is prepared by the pupils with the advice of the grade adviser and home-room teacher. They may take the form of debates, discussions, short plays, questionnaires or reports of visits to appropriate city agencies. The home-room teacher co-operates with the grade adviser and the dean in assisting the pupil to plan her courses and subject sequences.—ROWENA KEITH KEYES, *Principal*.

**Rugby, North Dakota.**—High School. Work in guidance is done chiefly with the ninth- and twelfth-grade pupils. From the first week of the year the ninth-grade class holds weekly meetings discussing such topics as: The Pupil's Relation to Education, How to Study, Growth in Personality, and Orientation in High School. Assistance in selection of vocational courses for the remaining three years of high school is also given.

The twelfth-grade weekly meetings give consideration to the general matter of selecting a vocation. The need for guidance, how to study occu-

pations, where to get materials, and matters to consider in selecting vocations are some of the items discussed. A test on vocational interests and interviews with every member of the class are given following this study.—

L. T. HAVIG, *Superintendent*.

**Scarsdale, New York.**—Junior and Senior High Schools. The guidance program is part of the regular school routine. Every member of the staff participates directly. The principal and the deans head the guidance work, but the teachers take a very active part in it. The home-room plan of teacher guidance is used. Each home room in the junior and senior high schools consists of a cross-section of pupils in all three grades of the school. When a pupil enters the school he is assigned to a permanent home room in which he remains for the duration of his connection with the school. Thus, he becomes very well acquainted with his home-room teacher and with the other pupils. The junior high-school home-room teacher makes out a card which goes to the senior high-school home room when the pupil changes schools. This card contains notes on academic aptitude, social adjustment, health, and other pertinent data.

The school does not have special counselors. The functions of guidance, in addition to those carried on by the teachers, are performed by the dean of boys, the dean of girls, and the principal. The deans see each pupil under their jurisdiction at least once a year. In addition, the school has a full-time director of child study, who supervises the testing program, conducts research, assists in the placement of problem pupils, and serves as consultant in matters pertaining to pupil adjustment.—IRENE A. FIKE, *Director of Child Study*.

**Springfield, Missouri.**—Jarrett Junior High School. The home room is a self-governing group composed of a president, vice president, secretary, treasurer, reporter to the school paper, and a sergeant-at-arms. All officers are elected by the home-room group. Much of the work of the home room is performed through committees, such as the Pep Club Readers, the welfare committee, the housekeeping committee, the program committee. Each Christmas the welfare committee of each room co-operates with the P. T. A. Welfare Committee in adopting an indigent family and in providing them with a Christmas basket. One home room also adopted a little girl at Christmas time and gave her a tree, a snow suit, shoes, a doll, candy, and fruit. A party was held for the child at the school in the home room.

As an incentive for achievement, each home room keeps an achievement book. Provision is made for the social life of the group. Bridge parties are held every two months. Those pupils having birthdays during the two-month period preceding the party form the committee to plan the party. Candles and birthday cakes are a feature of the celebration in the home room. Likewise each home room selects a name and works out a short ritual and insignia. Pupil-teacher co-operation is the key word of all action in the home room. The pupils go to the teacher for counsel and guidance.—C. F. McCORMICK, *Principal*.

**Stillwater, Minnesota.**—High School. The home-room program is developed with the following objectives in mind: To serve as (1) a guid-

ance center, (2) a place where better pupil-teacher relationships may be established, (3) a place where pupils are given an opportunity for self-expression through a participation program, (4) a place where pupils may be better oriented in the life of the school, and (5) a unit to carry out school projects.—M. H. KUHLMAN, *Principal*.

**West Lafayette, Indiana.**—Senior High School. From twenty-five to thirty pupils are grouped in the home-room organization by year in high school. Each home room elects its own officer who appoints various committees as the need arises. One period each week is devoted to the guidance program. The other four periods of the week in which this group meets as a home room are given over to clubs, study, assemblies, interviews, special classes, etc.—WILLIAM FLOYD, *Principal*.

**Winfield, Kansas.**—High School. Guidance procedures definitely tie in with the home room. One phase of the work is concerned with course registration, which comes near the end of the school year and is preparatory to the next year's work. Through at least a year's acquaintance with the pupil the home-room teacher knows the pupil's scholarship record, his mental ability, many of his interests, aptitudes, and attitudes, his hobbies, and his home situation. She has four or five weeks in which to assist her twenty-five to forty pupils in working out their next year's school program.

Preceding the enrollment period, a series of vocational conferences are held, and adult leaders representing various vocations confer with pupils. An all-school exhibit is held in which materials, projects, course outlines, and activities in the various courses are publicly displayed. Parents are urged to attend. All these place the pupil and the parent in command of information essential in making the selection of subjects for the next year, as well as tentatively for all remaining years in high school. This causes the pupil, his parents, and his advisers to think in terms of a long-term plan, thus giving balance and direction to his program. Changes can be made from year to year, as necessity arises. Previous to and during the enrollment period, faculty meetings are held first to explain the procedure and to familiarize teachers with the information necessary to answer pupils intelligently and correctly and secondly, to form somewhat of a clearing-house of information where problems encountered by teachers can be uniformly solved and questions uniformly answered. These meetings tend to develop a common philosophy of guidance among teachers.—H. C. HAWK, *Principal*.

### 3. Techniques of Guidance

**Aberdeen, North Dakota.**—Central High School. The school issues to each new pupil a printed twenty-eight page plan book. In it is given information about the school, its curriculums, athletics, activities, credit system, graduation requirements, as well as college and university entrance requirements. Included is a four-page personal questionnaire concerning the pupil's personal history, characteristics, interests, and ambitions to be filled out by the pupil and made available to his teachers for study and information. In the back of the book are pages for planning and revising courses for three years in the high school. Another page is devoted to a record of



subjects as taken, number of credits earned, and names of the teachers. Another page lists the extra-curricular activities engaged in and the number of credit points earned. The book is signed by the home-room teacher each semester and by the pupil's parents. The books are kept in the principal's office, but are available to the pupils for perusal and change when desired. Upon leaving school the pupil may take the book as his personal property.—R. R. DEIMER, *Principal*.

**Augusta, Maine.**—Cony High School. One hundred and seventy senior boys and girls choose an occupation or profession in which they are interested. One day is set aside when these pupils visit business and professional places in the city, in an attempt to find out more about what they might like to go into as a life work. Both pupils and business and professional people are greatly pleased with this annual project.—EVERETT V. PERKINS, *Principal*.

**Brentwood, Missouri.**—High School. The guidance program has developed through the combined efforts of the administration, the teachers, and the pupils and is still a growing success. Special attention is given to the conference between the pupil and the teacher. The goal is that every pupil shall be known well by at least one teacher and that every teacher shall know well at least twenty to thirty pupils. This plan improves student-teacher relationships, lessens disciplinary problems, strengthens the esprit de corps for the whole school, and uncovers many pressing problems of the individual pupils, the solving of which has better fitted them for a wholesome and useful life.

There is some overlapping of the guidance steps. However, the school stresses them in the following order: first year, orientation and social adjustment; second year, character education and personality adjustments; third year, continuation of second-year program and beginning of vocational guidance; fourth year, advanced educational interests and vocations.—W. L. EVANS, *Principal*.

**Brooklyn, New York.**—Tilden High School. The guidance department has printed a seventy-nine page bulletin concerning the curriculum offerings of the school for pupil and teacher use. Information is given concerning the various courses offered. In addition, entrance requirements to nine different colleges and universities in the city are individually discussed in relation to the subjects offered in the high school. The various school subjects are then listed, showing occupations to which an ability or interest in each may lead. Similarly, a large group of occupations are listed alphabetically showing the relationships to subjects offered in the school. The concluding section of the bulletin contains a list of books, pamphlets, etc., in the school library which pertain to the vocations.—ABRAHAM LEFKOWITZ, *Principal*.

**Canton, Ohio.**—McKinley High School. Each girl has three special friends—her adviser, her home-room teacher, and the dean of girls. Each class has two advisers—one for the boys and one for the girls. These advisers advance with the class. They handle three-day absences, tardiness, temporary excuses, and excused early requests. Also they help plan courses,

check credits, discuss vocational plans, and arrange interviews on individual problems as they arise.

The dean of girls helps new students adjust themselves to their new surroundings. She handles special problems, the NYA work aid, and the relief work of the school. A number of outside organizations contribute each year to help with this work of helping needy pupils. A thank-you note and sales slip is always sent to each organization. A number of organizations help by getting commencement clothes for graduation. She holds a weekly conference with each adviser. A luncheon is held in order to make plans for the year's work. Some of the dean's time is used in community contacts.—J. L. G. POTTORF, *Principal*.

**Champaign, Illinois.**—High School. The faculty of the school has developed twenty-five illustrated charts, giving a graphic presentation of the educational and cultural values of each subject in the high school curriculum, as well as each subject's relationship to modern vocations. These are provided in book form, in slides, and in a form suitable for bulletin board display. A chart has been worked out for each of the following fields: Art, music, commerce, English, dramatics, journalism, speech, foreign languages, home economics, printing, mathematics, woodwork, physical education, biological science, chemistry, physics, economics, government, history, and sociology. This material is used in a school where the faculty believes that the classroom teacher can do guidance most successfully as the occasions arise from day to day. Each teacher has listed those guidance activities which she believes she can do quite effectively as part of the regular daily classwork in her subject. In addition, a guidance unit is included as a part of every subject. These are all correlated into the complete program.—C. W. ALLISON, *Principal*.

**Columbus, Ohio.**—West Senior High School. A study was made of the withdrawals of tenth-, eleventh-, and twelfth-grade pupils from September 1937, to date. Results showed that an average of 31 per cent of tenth-grade pupils withdrew annually; also that school offerings were grouped in three rigid curriculums. The program was revised with all offerings listed under two headings, required and elective, with suggestions about college entrance requirements. A copy of this was given to each eighth-grade pupil and discussed by his teacher. Parents were requested to study this with pupils so that, on entering 10B, a three-year program could be outlined by the pupil, parent, and teacher. These were filed by home rooms in the office. About once a term they were in the hands of the home-room teacher for a week. Pupils saw them and made copies if they wished and discussed possible changes.—H. H. REIGHLEY, *Principal*.

**Frankfort, Indiana.**—High School. The school has developed a chart, showing at a quick glance the subjects by grades in each of its ten curriculums. A column is devoted to each course, giving the curriculum adviser, and a list of those occupations and professions for which this curriculum offers pre-preparation. On the same chart is found a list of all the subjects offered in the school, a list of student activities, as well as a concise but informative statement of the philosophy, the organization and administration of the curriculum.—C. R. YOUNG, *Principal*.



**Greeley, Colorado.**—Senior High School. The school has adopted the "Big Brothers and Sisters" plan of helping incoming sophomores. In the spring sophomore and junior volunteers are enlisted. These persons visit the school from which next year's sophomores will come. These incoming pupils make three choices as to whom they want as their big brother or big sister next year. So far, each pupil's first choice has been assigned to him. During their sophomore year these new pupils may consult their big brother or big sister concerning any matter of which he or she desires information. The first day of school the big brother or big sister takes his or her protégé around to his various classes, etc.—R. S. GILCHRIST, *Director of Secondary Education*.

**Harrison, New York.**—High School. The girls of the practical arts class, in groups of three each, go to the school dental clinic for practical lessons in the proper care of the dental equipment, the preparation of the patient for the dentist, and the technique used in the sterilization of dental instruments. The instruction is given by the dental hygiene teacher. The primary purpose of this instruction is to create an interest in another possible vocation and to give some idea of what the pupils would do should they train to become a dental hygienist. Incidentally, they also develop an appreciation for the proper care of the teeth.—ALEX. ARNING, *Principal*.

**Hollidaysburg, Pennsylvania.**—High School. The guidance program of the school not only rests upon the home-room teacher but upon every teacher in the school. In addition, special activities become the direct responsibility of a specific faculty member. In the matter of guidance in athletics, the principal, together with the coach, has worked out a program which has resulted in satisfactory solutions to such problems as special privileges to athletes, eligibility rules, and scholarship. The whole program is based upon the philosophy that most perplexing problems in athletics are settled by developing specific guidance procedure which precludes their arising in the first instance.—D. H. LOREE, *Principal*.

**Honolulu, Hawaii.**—McKinley Senior High School. In all three years, as a part of the core studies, emphasis is placed upon a consideration of definite implications of getting a job, i. e., general personality traits, definite techniques for getting a job, and the development of an avocational interest. In the sophomore year, particular attention is given to a consideration of the abilities, interests, and vocational possibilities of the pupil in his planning of a school program for his three years in high school.—MILES E. CARY, *Principal*.

**Howe, Indiana.**—High School. Classes in group guidance are held weekly. Particularly in the last two years tests are given in four general fields. These cover educational guidance, vocational guidance, social and personality guidance. Some of the tests used are the Strong Vocational Interest blank, the Personality Inventory by Bernreuter, Vocational Information tests by Brewer and Lincoln, Specific Interest Inventory by Brainard, the Thurston Personality Inventory, and the Symond's Adjustment Questionnaire. The general purpose of these tests is discussed in the group guidance classes. In addition, each student takes his test to his personal

adviser, who discusses it with him in detail.—BURRETT B. BOUTON, *Superintendent*.

**Litchfield, Minnesota.**—High School. For three years the high school has sponsored an annual *Further Education Day* for the seniors in the high schools of their area. The program consists of a number of short talks by specialists representing teachers and liberal arts colleges, universities, and business and trade schools. The day became one of competition between the various schools and colleges for the good will of the seniors. Therefore, in the winter of 1939 a change was made. Three of the foremost educators of the state were invited to present a half day's program of stimulating advice to seniors. Bulletins of pertinent information on the various institutions of higher learning were given to each senior. College and school representatives were not invited to the program. Later during the afternoon guidance work by the pupil's own school, meetings between the pupil and the college or school representative were arranged. The success of this program was so pronounced that the general meeting is now held in November of each year. The balance of the school year is spent on follow-up and advisory work.—H. R. BETTENDORF, *Principal*.

**Madison, Wisconsin.**—University High School. A vocations and college life course is a constant, meeting one hour per week throughout the sophomore, junior, and senior years. Over this three-year period, the main objectives of the course are: first, to study the vocational fields available to the pupil (The consumer's viewpoint is stressed in this unit.); second, to enable the pupil to make a reasonably comprehensive self-appraisal and to develop fundamental learning skills; and third, to give the pupil as much usable information as is possible on college life and to insure that each individual pupil has definite plans for the activity he plans to pursue in the near future, thus bridging the gap between high school and college.—G. N. MACKENZIE, *Principal*.

**Mt. Emmons, Utah.**—Altamont High School. A number of senior pupils were interested in a college education and were looking forward to teaching. Many, however, were undecided as to whether or not they should follow this inclination. As a means of giving them an opportunity to see and understand more fully what would be involved in the work, these seniors were permitted to assist the regular first- and second-grade teacher in the classroom. The project is new, but results show that the pupils are really getting an idea of the work which will assist them in making a more valid decision.—LOWELL CUTLER, *Principal*.

**Nashua, New Hampshire.**—Junior High School. A very careful study of the marks is made by the counselor and the head of the department at the end of the first marking period. From this study such observations are made as pupils working below capacity; pupils ahead of their group; pupils failing; and subjects failed. The counselor starts to work at once to remedy these difficulties.

This calls first of all for a personal conference of the individual with the grade counselor. The pupil is invited to come to the personnel office. As often as possible the conference is held during a study hour. By means

of the personal conference, the counselor makes a step toward winning the pupil's confidence. The matter under consideration is brought up tactfully, and the counselor hears in conversation the pupil's version of what seems to be a maladjustment. After obtaining this information, the counselor formulates a decision and advises accordingly. All different or unusual cases are discussed with the head of the department before a decision is made. She, in turn, may find it helpful or necessary to contact the health department, some social agency, the attendance officer, the recitation teachers, or the office secretaries for information, or to carry the matter to the principal for a decision. Often the parents are invited to come to school to help in reaching a decision. These decisions may take the form of: need of increased nourishment, need of more sleep, need of more rest, need of medical care (eyes, ears, teeth, lungs, etc.), need of shoes or clothing, need of change of recitation group, need of improved conduct, need of change of grade, need of better effort, worthy of federal assistance, worthy of special privileges.

Sometimes several conferences take place before the correction of a maladjustment is attempted. After the pupil is advised along a particular direction, he is carefully watched for results. Occasionally it is necessary to make further recommendations.—M. J. WRIGHT, *Principal*.

**New Orleans, Louisiana.**—Nicholls High School. The school is developing a guidance service which will secure complete information about the individual pupil for the purpose of diagnosing his abilities and needs. This program requires the participation of every teacher in the school. It extends beyond the classroom into the field of what has heretofore been referred to as extra-curricular activities. It takes into account that many students leave school at varying times before graduation, and attempts to adjust them to their out-of-school contacts with potential employers. For those who remain unemployed, the school renders a social service by including them as participants in the program of leisure activities.

Each pupil has available to him during his entire stay in school the intimate, personal counseling of a teacher who serves him in the capacity of friend and guide. Due to the limited home-room schedule, it is proposed to provide this relationship through the assignment of student groups to selected teachers. Under this plan a staff counselor co-ordinates the entire program. He prepares teachers to understand and administer the guidance function. He himself directs and administers the testing program. In brief, he, with the principal and supervisors, acts the role of educational expert and diagnostician.—L. J. BOURGEOIS, *District Superintendent*.

**New Philadelphia, Ohio.**—Joseph Welty Junior High School. The principal heads the guidance program. A guidance director has charge of the testing and the counseling. He also acts as the co-ordinator of guidance activities performed by the teachers. He is responsible for vocational information in the form of special talks, pamphlets, and motion pictures. The teachers offer guidance through the school organizations and the regular classroom subjects and utilize the home-room period for guidance purposes. Every effort is made to get in touch with the parent by arranging for parents to visit the school, by teachers visiting the home, and

by special meetings at which problems are discussed and questions of parents are answered.—W. A. FISHEL, *Principal*.

**Orlando, Florida**—Memorial Junior High School. One day each year the National Honor Society of the school conducts a "Junior Teacher Day" as means to give those pupils interested in teaching as a profession some idea of work. Before the day the complete school setup is effected. District trustees, the county board, and the county superintendent are elected from the Honor Society. The trustees then choose the principal. They together choose the teachers for the school from applications filed with the county superintendent. The letter of application is the subject of study for some time previous in the regular classroom. Then this force takes charge of school for a day.

In addition, vocational conferences are held on three different days in the spring. More than thirty fields are represented, with speakers and group discussions. The speaker is familiar with the field he discusses. By this plan, a boy or girl can get an idea of three different fields of work each year in the junior high school. As another phase of guidance, all sixth-grade pupils spend one-half day in the junior high school in the spring seeing the building and getting an idea of its general operation.—O. R. DAVIS, *Principal*.

**Parsons, Kansas**—High School. The guidance program extends from grades seven to fourteen, inclusive, with information collected in the lower grades passed on to the high school. The program, while continuous in the eight upper grade levels, exists as two units, one in the high school, and one in the junior college. The program throughout is largely individual. In each of the four-year school units, a pupil is assigned to an adviser at the time of his first enrollment in the unit. He remains in this advisory group and with his adviser as long as he remains in the school unit. The guidance program includes much vocational and educational guidance at the junior college level, since terminal courses are offered in addition to the college preparatory type.—E. F. FARNER, *Principal*.

**Pasadena, California**—Junior College. Group guidance begins in the junior high school (grades seven to ten) and extends through the junior college (grades eleven to fourteen). Two junior-college counselors visit the junior high schools and outline the work of the junior college. Questionnaires showing vocational choices, education plans, and social and extra-curricular interests, are given. Each pupil, on entering the junior college, is assigned a counselor who considers it his special privilege and duty to help each pupil assigned to him. Pupils are assigned to counselors on the basis of their tentative vocational interests. Reading tests are given in grade ten. Three levels of work are offered to which, on the basis of these tests, pupils are assigned.—J. W. HARBESON, *Principal*.

**Philadelphia, Pennsylvania**—District No. 6. A Neighborhood Council composed of representatives of all welfare and social agencies, principals of schools, a lawyer, a judge, a business man, clergymen from churches, and several lay people, all in the district, focuses attention on the prevention of delinquency. It is the purpose of the council to study cases and

through analysis discover the fundamental causes contributing to delinquency. The council then determines what measures to employ in helping the individual and the means to be used in correcting conditions in the home or the environment. It investigates the causes of maladjustment. Individual cases are referred to guidance and child-caring agencies. Home problems are directed to family societies. Neighborhood conditions deleterious to the welfare of children are referred to environmental organizations.

Such problems as inadequate provision for the leisure time of youth, the boy gang, limited recreational facilities, the sale of liquor to minors, the distribution of salacious literature, undesirable moving pictures, gambling machines, poor sanitary conditions, trespassing on the railroad, stealing, demolition of old houses, poor housing conditions, undesirable dance halls, have been attacked. The results point the way to a better neighborhood.—C. W. ARETZ, *District Superintendent*.

**Portland, Oregon.**—Benson Polytechnic School. Each senior enrolls in a course giving him methods of job locating and job getting. A special movie was made locally which shows the right and wrong methods of the job-getting technique. Some business and professional men give of their time to seniors for interviews. The interviewer fills out a card relative to the interview giving his reaction concerning the interviewee's aptitude and qualifications in the particular field covered in the interview. These reports and psychometric tests are used as the basis for a conference between the senior and the counselor.—ROBERT M. HAMILL, *Counselor*.

**Redwood City, California.**—Sequoia Union High School. The freshman-sophomore council prepared a twenty-six-page booklet as a guide to incoming pupils. It is pupil work and is written in an interesting as well as informational style. Dialogue is used to a considerable extent. Information is provided under fifteen headings covering planning beforehand, a map, time schedule, fees, what to wear, where to eat, absence and tardy regulations, using the library, student government, being a good school citizen, extra-curricular activities, planning the future, whom to go to for guidance.—A. C. ARGO, *Superintendent*.

**St. Paul, Minnesota.**—Central High School. The term, "Personnel Program" is applied to the work of the faculty group which is voluntarily giving time to the solution of student problems, as well as those faculty members who are assigned to the work of handling student affairs. Included in the program are the administrative officers, the registrar, the dean of girls, the school nurse, home-room teachers and those devoting part time to guidance activities. All administrative responsibility rests with the principal and assistant principal. Matters of policy are entirely in their hands. The administrators are directly responsible to the superintendent.

The mechanics of the guidance clinic are the responsibility of the unit director. The work of the clinic is divided into three main parts; clinical, which includes the interpretation of case data and the selection of the items which are to become the case history for a given student; psychometric, which is the correct administration of such tests and measure-



ments as may be deemed advisable; counseling, which is charged with holding interviews, disseminating information and keeping in touch with individual cases which are assigned.

In addition to these main duties is the clerical work, handled by paid student help. No form is used in the guidance program, unless all possible clerical work has been eliminated for the class-room teacher. Students under supervision fill in forms concerning themselves. No teacher entries are required. Code is used by the teacher for items which are pertinent to the faculty but of no importance to the student.

The program divides itself into two areas or divisions: The distributional area which has to do with the correct placement of the student educationally and vocationally, and the adjustive area which deals with emotional and other problems of the individual. The whole attention of the program centers not upon group work, but upon the individual student and his problems. Every attempt is made to get an optimum adjustment in terms of the student, his abilities, and his handicaps. This is not to be construed as an attempt to find the non-existent "perfect niche." At frequent intervals people are asked in and criticisms of the testing program and procedures requested. The program is benefited from the willingness of busy professional people to inspect and give suggestions.—J. E. MARSHALL, *Principal*.

**San Diego, California.**—Hoover Senior High School. Effecting closer articulation between this high school and the three contributing junior high schools is a major point of emphasis. A counselor is released each semester to work with the H9's in the junior high schools. The groundwork is laid in the home rooms where necessary material is distributed and thoroughly discussed. Letters are sent to H9 parents, inviting them to visit the school and to talk over plans with the high-school counselor. In addition to this group guidance, individual interviews are held with each pupil and his parents, at which time the high-school course is tentatively outlined and the L10 program agreed upon. Four and one-half months are devoted to this work, in which time between five hundred fifty and six hundred interviews are held. The last ten weeks of the semester are spent in working with the master program.—F. A. JOHNSON, *Principal*.

**Stevens Point, Wisconsin.**—High School. The school has adopted a broad guidance program. Individual counseling is emphasized, carrying over to excusing pupils from classes, changing pupils' programs of studies, securing medical attention, securing employment, both full-time and part-time, keeping informed about the graduates, administering a testing program, securing vocational information via bulletins, speakers, and an "Occupational Day," co-operating with the visiting teacher, the city and county nurses, and the health officer, etc.—P. M. VINCENT, *Superintendent*.

**Strathmore, California.**—Union High School. Freshmen were subjected to numerous embarrassments during their first few days in high school. A Big-Brother, Big-Sister movement has, therefore, been initiated by the upperclassmen. Before the first day of school a volunteer group from the Girl Reserves and from the Boys' League, both organizations of

the school, meet to develop plans for assisting the incoming freshman class. A mimeographed form of procedure gives instructions to the group on how to assist freshmen to locate their home rooms and classrooms, how to introduce the new pupil to his teacher and members of the home room and classes, how to guard them against being embarrassed, how to explain the excuse, merit, grading systems, and the customs of the school to the new pupils. Each new pupil is assigned to some upperclassman for further assistance.—D. R. LIGHTNER, *Principal*.

**Trenton, New Jersey.**—Central High School. One day each week is provided when no classes are held. Thus all other activities can be held, and special guidance work for small groups when the needs or interests arise can be formed and assistance and advice given. Members of the local business clubs, such as the Kiwanis, are brought to the school to give talks to the groups and to answer the questions of pupils interested in the particular work or activity being discussed. As a result, each year some forty groups, each representing a different occupational interest, have conferences with an individual engaged in that field of work.—P. R. SPENCER, *Principal*.

**Washington, D. C.**—Roosevelt High School. A special effort is made by each school in the city to make a careful study of each pupil, with the view to giving him the best counsel in regard to the selection of his high-school course and the high school to which he should go. A boy or girl has the choice of an academic, a trade, a college-preparatory, or general secondary-school education, and each teacher makes an attempt to place the pupil where he is best fitted. Another phase of the guidance program provides for occupational conferences with representatives from business, trade, and professional fields. Pupils have the advantage of attending several conferences.—MAY P. BRADSHAW, *Principal*.

**Washington, Illinois.**—High School. Each August, the school sends to every incoming freshman informational material about the time schedule, the curriculum, the year's work, the extra-curricular program, requirements for college. Pupils and their parents are urged to study this before they appear for freshman registration two weeks before the actual opening of school.—P. M. CRAFTON, *Principal*.

**Wheat Ridge, Colorado.**—High School. The school's job system gives pupils valuable experience in applying for and holding a job. The idea was originated by a group of alumni and pupils. Almost all types of school activity are put on the job basis. No one is required to take any position, but 90 per cent of the pupils participate in the system. Seniors are given preference because they have less time in which to take advantage of this opportunity.

A prospective job holder fills out an application blank bearing his sponsor teacher's signature, which signifies satisfactory citizenship. This corresponds to a character reference. He also must have the job sponsor's signature on the blank to show that the teacher believes him capable of holding the position satisfactorily. This is similar to the reference for which employers ask.

The Social Service Commission, which is elected by the student body, considers each application on the basis of experience and opportunity only. No personal element enters into the choice of applicants. Certain appointments are made for one semester only; however, for some jobs which require a great deal of training the applicant may be reappointed at the end of the first semester.—PAUL C. STEVENS, *Superintendent*.

#### 4. Surveys of Job Opportunities

**Atchison, Kansas.**—Ingalls Junior-Senior High School. A co-operative part-time work program for senior pupils has been recently introduced. During the last nine weeks of their senior year, these pupils work two hours a day without pay on jobs in the community that are of the type which they have selected as the kind of work they desire as a life occupation. An advisory committee is responsible for surveying the community for job opportunities, locating employers willing to co-operate, and placing and following up these pupils.—G. L. CLELAND, *Principal*.

**Canton, Ohio.**—Public Schools. During the school year of 1937-38, an occupational survey was made by the Board of Education for the purpose of supplying adequate information as to the vocational opportunities in the community and to serve as a guide in the erection of a large vocational building. High-school graduates of three classes were contacted to ascertain what they had done since graduation. Pupils in the school at the time, parents of these pupils, drop-outs, and employers were contacted to provide information for a more complete picture. The report of this study was published in a mimeographed bulletin of over three hundred pages.—J. H. MASON, *Superintendent*.

**Greeley, Colorado.**—Senior High School. A job opportunity survey was made for the purpose of learning of full-time and seasonal work, types of work, and also of places where responsible juniors and seniors might be placed for six to eight months on a half-day basis for job training purposes without pay. A list of twenty questions were submitted to one hundred twenty employers and two hundred employees. At the same time information was secured which would assist in making needed adjustment in the regular school courses. In addition a group known as the Job Survey Bureau was formed to alleviate partially the problem which many pupils had of earning sufficient money to go to school. The bureau circulates questionnaires to each pupil to discover his need for work, his qualifications, and his preferences. Following this, the entire town is covered in a door-to-door survey, and the people are told of the school's effort to get jobs for high-school pupils.—R. S. GILCHRIST, *Principal*.

**Knoxville, Tennessee.**—High Schools. The junior and senior high schools of the city have formed an Odd Jobs Bureau in charge of the guidance counselor. It has been set up with the idea of helping pupils to secure part-time work, if they wish it. A leaflet is sent to each parent explaining the plan. Parents, as well as other citizens of the city, are informed of the different types of work which pupils can and are willing to do. Many boys and girls have found it possible to remain in school through



the ability of the school to secure part-time work for them.—CURTIS GENTRY, *Department of Guidance*.

**Newark Valley, New York.**—Central High School. A local survey of occupations was made to secure information on unemployment as well as the kind and number of job opportunities in each of the local industries. About three hundred different occupations were found within a twenty-five-mile radius of the school. In addition to visitation, information about occupations was gathered from bulletins, pamphlets, pictures, and newspaper articles. This material is presented to the pupils in the regular classes, in formal groups, individually by slides, films, and interviews, by discussions on occupations, and by trips in school buses to near-by industrial centers.—E. A. FRIER, JR., *Principal*.

**Ottawa, Kansas.**—High School. An occupational opportunity survey of the city was made by twelve senior typing pupils. Using a questionnaire check sheet, personal interviews were held with all but nine of the 362 firms listed in the city directory. Only thirty-five firms refused to give information. Of the 616 positions found in the survey, selling was an important factor in 317 of them, typewriting in 135 of them, bookkeeping in 116, and stenography in 77. In sixty general clerical positions, no knowledge of typewriting, bookkeeping, stenography, or selling was considered necessary. One hundred three employees had some filing duties to perform. From 35 to 47 per cent of the employers did not require experience if the prospective employee was suitably trained. About 75 per cent of the positions required at least a high-school education; 77 per cent of the employers said they would use the high-school employment bureau. An enumeration of the number and types of office machines was made. All this information is used in developing and adjusting high-school courses and in guiding pupils in terms of job needs.—G. H. MARSHALL, *Superintendent*.

**Philadelphia, Pennsylvania.**—John Bartram High School. A teacher became interested in the problem of adjusting the machine shop curriculum to meet the needs of persons anticipating employment in these occupations, as well as providing a type of training that would meet the job requirements of the employer. He conducted a survey in urban Philadelphia of 172 firms, involving 38,775 workers, with the purpose of discovering information which would aid in the guidance and training of youth in the schools and assist in determining the content of courses, both in relation to general education and the trade-training needs of workers which would best serve persons employed or seeking employment in the machine trades. A check-list was developed and used in 172 firms, taking from one hour to six hours in each firm.—I. L. HOROWITZ, *Assistant Principal*.

**Salida, Colorado.**—High School. At the middle of the school year, those seniors who are planning to work after graduation are given an opportunity to get together to talk over their life plans. No one who plans to go to college or who is "loafing" his way through school is invited to attend. Each pupil of this group is assigned an advisor or co-ordinator. With this person, he discusses his plans, his school record, his particular

choice of work, etc. The co-ordinator surveys the community to find persons who will, for the work the pupil will do, give him some training. The pupil goes to school each forenoon. During the afternoon he works in a store or at whatever type of work he desires. If the boy wants to be a butcher, he will work for a meatcutter in the afternoon during his last semester of school. At graduation, when he goes out to find a job, he can say he has had some experience. As a result, many of the pupils find employment with pay at their place of training upon graduation.—L. A. BARRETT, *Principal*.

**Seattle, Washington.**—Cleveland High School. The teacher of the community life class and his pupils made a vocational survey of the industries located in their high-school district, for the purpose of learning more about the vocational activities and opportunities in their neighborhood. First a large map of the district was drawn by a committee of pupils. The district was then divided into seventeen sections. A committee of pupils was appointed for each section. These committees secured the names and addresses of every business in their section. A form letter, telling of the purpose of their project, was sent to every firm with ten or more workers. In the same letter, request was made that help be given to the pupil who would call later to secure information of the type included on an enclosed sample questionnaire. Preceding the actual survey, pupils were trained in the art of introducing themselves and of explaining their mission and in the technique of securing the data.—HEBER D. JOHNSON, *Principal*.

**Selma, Alabama.**—Parrish High School. A survey of all retail stores was made by the Distributive Education Co-ordinators. Personal interviews were had with the store managers. Also, a survey of local industry was made.—LONDON HALL, *Principal*.

**Spartanburg, South Carolina.**—High School. The school has developed a type of diversified occupations training program for seniors. This vocational program has been in operation since 1937. The plan is that of giving seniors vocational experience by placing them on actual jobs. The co-ordinator of this program contacts local business in order to have these men provide a part-time employment situation for seniors in the high school. During the past two years, forty boys and twenty-seven girls enrolled for this diversified occupation course. All completed the training except one girl. Of this group, twenty-two of the boys and thirteen of the girls at the completion of their training period were actually employed where their training was received. Ten boys and one girl received employment in the same field in which they had been employed, but not by the persons who trained them. Four boys and two girls received employment in allied occupations. Of the entire group, one boy and one girl are actually unemployed.—M. B. WILSON, JR., *Principal*.

**Springfield, Minnesota.**—High School. Each year as a project of the senior social problems class, a job survey of the community is made. This project not only locates jobs for pupils about to be graduated and for pupils during their summer vacation, but it also tends to bring the school before

the public and provide training and contacts for the pupils of value to them after they have left school.—EDWARD JOHNSON, *Principal*.

**Springfield, Missouri.**—Senior High School. The twelfth-grade pupils spent each half-day for two weeks in making a survey of job opportunities in their community. More than 90 per cent of all employers except those in city and county offices were interviewed. The work was good experience for the pupils. It improved school and community relations and also provided accurate information about jobs in the community. For example, in addition to revealing the number of people employed and turnover, it was found that the majority of opportunities demanded general rather than specific ability, that there were many more opportunities in selling than in any other vocation, and that many more bookkeepers were being trained than there were jobs available.—J. D. HULL, *Principal*.

**Thomaston, Georgia.**—Robert E. Lee Institute. The work in vocational guidance and placement is tied together and is based on a comprehensive survey of the community. This survey shows the actual number of persons employed in the various occupations and professions in the city; the salary paid by the various jobs; and above all, what is considered the most important, the annual turnover and replacement needed in each field. An attempt is made to guide pupils so as to fill needs in the community based on the survey.—S. F. BURKE, *Principal*.

#### 5. Co-operation Between School and Public Employment Offices

**Cicero, Illinois.**—Morton High School. The state employment agency registers all graduating seniors twice a year. As placements are made, a record is sent to the school. In less than a year 236 notices have been received of graduates placed.—JESSIE M. AUSTIN, *Director of Student Personnel*.

**Excelsior, Minnesota.**—Junior-Senior High School. Besides securing work for pupils—part-time, vacation, and permanent, the guidance service teaches pupils to write letters of application, interviewing, and other job-getting procedures. Letters are written to and interviews are arranged with the employers, with the securing of a job as the passing grade. The local civic and commerce association co-operates with the school by maintaining an employment agency during the summer. During the first full year of this co-operative endeavor fifty-seven young people in a school of fewer than three hundred pupils were placed in various types of jobs.—J. JOHN HALVERSON, *Superintendent*.

**Framingham, Massachusetts.**—High School. The school has excellent co-operation with three large local business firms. After graduation each year a list of approximately sixty boys and girls is sent to one of these firms. Information is given in regard to general ability, position in class, special accomplishments, and personal quality ratings. These lists are referred to frequently by the employment office. In the case of the other companies, contact is made with the high-school office whenever new employees are needed.—M. M. MAGOON, *Principal*.

**La Porte, Indiana.**—High School. Representatives from the federal and state employment offices speak to the Senior Class and explain to them

their work. The senior home-room teacher lists all seniors desiring to register at the employment office. These lists are given to the senior counselor, who enters on their applications all grades, I.Q. tests, and other essential data. These are forwarded to the employment office. Appointments are made for all pupils to go to the employment office for an interview. As a result of this co-operation, many seniors have been able to secure jobs while in school and especially after graduation.—JOHN FRENCH, *Principal*.

**Mount Vernon, New York.**—Edison Vocational and Technical High School. A placement bureau is maintained by the school system. A teacher is in charge. All pupils who wish to go to work are interviewed by this teacher. The bureau has been in operation for about fifteen years. Employers have learned to depend upon it for help. It conducts surveys and keeps in touch with both employers and employees placed by the schools. A survey in December 1939 of the 106 Edison Vocational School graduates of the 1939 class showed that of those wanting jobs more than 80 per cent were employed.—Thirteen per cent were in college or taking other educational work, thus leaving less than seven per cent unemployed.—GRACE L. B. MILLIGAN, *Principal*.

**New Rochelle, New York.**—Department of Education. An organized placement service, whereby pupils are assisted in securing employment has been inaugurated for the first time. One of the senior counselors devotes one-half his time to this service.—C. C. DUNSMOOR, *Director of Guidance*.

**Ogden, Utah.**—Junior College. The employment services of the school attempt to place every pupil who is seeking work on some job for which he is qualified. It co-operates with the state employment service and other employment service agencies. Each pupil seeking work is interviewed by the school placement bureau and the employer. They also register with the other employment agencies as a part of their vocational training. The state employment service furnishes the college with reports showing employment trends and other useful nonconfidential data.—H. A. DIXON, *President*.

**Portland, Oregon.**—Benson Polytechnic School. The school maintains a psychometric laboratory, where each senior may take tests, vocational and otherwise. One-half day of school time is allowed. Additional time is on the pupil's own time. The federal and state employment bureaus require these tests of applicants and rely on the findings for specific placement.—ROBERT M. HAMILL, *Counselor*.

**Providence, Rhode Island.**—High Schools. The Unemployment Compensation Board which operates the Rhode Island and the United States Employment Service chose to subsidize the school placement service instead of trying to establish a competing service. The school committee has complete administrative responsibility for the placement service and invites the supervision of the state and national employment services. The counselors in the placement office belong to the school counseling staff. The follow-up service of graduates and of drop-outs is an integral part of the service. It is also integrated with the Central Records Office and with the Continuous School Census. Every employed youth must get his social security number

from the school placement office and every unemployed youth must register to draw unemployment compensation or to secure a job. This plan provides a complete and continuous survey of and service for out-of-school youth. Philadelphia and Seattle have a similar plan.—RICHARD D. ALLEN, *Assistant Superintendent*.

## 6. Follow-up Studies

**Athol, Massachusetts.**—High School. A five-year survey of former pupils of the commercial department was conducted. Each pupil was sent a letter with a questionnaire and a return envelope. The questionnaire covered such points as a description of duties involved in the job held, types of office machines used in their office, how they secured their position or positions since graduating, subjects taken in high school which had been most helpful on the job, and what materials or subjects should be added in order to make the work of the commercial department more effective. The findings of this survey, in which approximately 50 per cent replied, were used in readjusting the curriculum of the commercial department.—DONALD DIKE, *Principal*.

**Big Rapids, Michigan.**—High School. A follow-up study of commercial graduates of the past three years was made last year. This year the report of this follow-up study will become the material for faculty study.—R. C. FAUNCE, *Principal*.

**Downers Grove, Illinois.**—High School. Each year the principal spends about a week contacting personnel officers and actually visiting factories, stores, and business houses. In his visits he frequently has an opportunity to observe some of his former pupils at their work. These experiences enable him to give the seniors firsthand information on the problems they will face when seeking employment.—CLARENCE W. JOHNSON, *Principal*.

**Dubuque, Iowa.**—Jefferson Junior High School. More than two hundred fifty parents were contacted by a questionnaire composed of forty-three questions concerning changes which they would recommend in courses offered if they had the opportunity of beginning again their high-school training. They were asked to check three columns; one, those things which they took in school which had been of least use to them in their afterschool life; two, those things in which they thought more training would have been profitable to them; and three, those things in which they thought everyone in school should be trained. The responses to this questionnaire were utilized as one of the many phases of study which entered into the project of making the school program more effective.—W. H. BATESON, *Teacher*.

**Great Bend, Kansas.**—Senior High School. The school conducted a study of graduates who have been out of school one year or more. The study was done almost entirely by personal interview. Not only did the information provide useful material for making adjustments in the school curriculum, but it also revealed places of employment as well as types of work in which the graduate was employed.—L. R. BINGHAM, *Guidance Teacher*.



**Lakewood, Ohio.**—High School. A follow-up study by questionnaire was made of the 1932 and 1936 graduates (total fourteen hundred). With three follow-up letters, 57 per cent of the 1932 class and 80 per cent of the 1936 class responded (71 per cent for the fourteen hundred). Among the information requested, fourteen items were listed under "Needs." Each person was asked to check those for which he had felt a need since graduation. The greatest needs were "greater self-confidence and poise" and "actual experience on a job." "Better study habits" ranked third in the 1936 group, and "ability to speak good effective English" was third in the 1932 group. Other data revealed that 18 per cent of the 1932 class was in professional work, while at the time of graduation 61 per cent of this same group expressed that they planned to enter professional work.—J. C. MITCHELL, *Principal*.

**Los Angeles, California.**—Frank Wiggins Trade School. A careful follow-up of each pupil is made. An effort is made to ascertain if the training has been adequate and suited to the needs of his job, and if there is need for further help to make better progress. His working conditions, his hours, his pay, his surroundings are studied. The school trains and follows up more than seven thousand youths and adults annually. No diploma is granted until six months of satisfactory employment in the trade after the training period is completed. The school strives to train only in sufficient numbers to establish a reasonable expectancy of gainful employment.—BENJAMIN W. JOHNSON, *Principal*.

**Oakdale, California.**—Union High School. In order to provide sound data upon which to adapt the curriculum of the school more nearly to the actual needs of the pupils, four surveys by faculty members were made of graduates for the past five years, of drop-outs for the last ten years, of employment opportunities and employer needs in the local area, and of pupil attendance. The curriculum committee is using the results of these surveys before launching into formal work on the 1940-41 program of studies.—H. E. CHASTAIN, *Principal*.

**Preston, Idaho.**—High School. A community survey has been made concerning population, standard of living, occupations, and what graduates and drop-outs have done after leaving school. The survey in the form of a detailed questionnaire was in the process of preparation for two years by teacher committees under the guidance of the state university. One questionnaire was sent to parents and one to former pupils. The results have not yet been compiled and studied. Through this plan the school hopes to be better able to adjust the school program to meet pupil needs, to guide pupils in school, and to utilize the community more extensively as a laboratory for the classwork.—E. R. SPILSBURY, *Acting Superintendent*.

**Seattle, Washington.**—High Schools. Each year a study of the graduates is made ten months after their leaving school. Such information as the following is secured: number employed full time and part time, number unemployed, number attending college and other institutions of learning, number married, kinds of jobs engaged in, course taken in college by high-school graduates, grades made in college in relation to grades made in high school, relation of securing jobs to grades made in high school, earning

their way through college. About 70 per cent respond each year. These data are analyzed and published in mimeographed form for distribution and for use with junior and senior high-school pupils. They thus provide direct and objective information for the thoughtful discussion of post-graduation plans for the high-school pupils.—**LYLE STEWART**, *Director of Research*.

**Washington, D. C.**—Eastern High School. Last year, two of the semester advisers made a study by questionnaire of the four hundred graduates in 1936 and of the four hundred drop-outs during the year 1935-36. The questionnaires were sent out in June 1939. A comparative study of the achievements of these pupils since leaving high school give information as to the effectiveness of the high school.—**CHARLES HART**, *Principal*.

#### 7. Guidance After Leaving School

**Grand Rapids, Michigan.**—Godwin Heights High School. Pupils, graduates, and drop-outs, come to the school for advice and help about a job or a job change. They may have some difficulty or they may want advice on a financial problem. Problems of marriage are quite common points of contact. The smallness of the community has a tendency to cause them to look upon the school as the strategic social agency of the town. These people, coming to the school, are either given counsel or directed to the proper agencies as the problem requires.—**G. IRENE SAUR**, *Principal*.

**Natchez, Mississippi.**—Public School. The guidance program does not end at graduation. For the past twenty years the school has kept in personal contact with all graduates. When a pupil enters college contact is maintained through personal correspondence. Every effort is made to help those who do not attend college. School files contain detailed records of 90 per cent of all graduates for a period of twenty years. These records contain such material as whether or not they have married, the type of employment, their criticism of the high school, and a comparison of the schools they attended and a comparison of the schools they attended and the schools being attended by their children.—**W. H. BRADEN**, *Superintendent*.

**New York City.**—Girls High School, Brooklyn. Pupils are encouraged to contact the school after graduation. Applications of graduates for jobs are filed in the school. Conferences are held with them about jobs. As a result, no school day passes without at least two or three girls coming in for advice—social, educational, or vocational. Many letters are received from girls who are not in the city but who feel that their high school is still interested in them. Questions raised in these letters deal with advancing their education, with job placement, advancement on the job, and plans for marriage.—**ROWENA KEITH KEYES**, *Principal*.

**Philadelphia, Pennsylvania.**—Gillespie Junior High School. The junior employment service is open to boys and girls up to the age of twenty-one years. Those securing employment through this office are followed up. Conferences with the persons are held after working hours at regular intervals until the counselor feels the individual is well adjusted. Especially is this true of the domestic service placements. Pupils return to the school for guidance. When employment ceases and no other jobs are available the pupil is returned to school.—**GERTRUDE NOAR**, *Principal*.



# The Non-College Pupil

## CONTRIBUTING SCHOOLS

### 8. Classifying Pupils

Clinton, N. Y., Central Jr.-Sr. H. S.	Ironton, Ohio, High School
Decatur, Miss., E. Central Jr. College	La Porte, Ind., High School
Ellerbe, N. C., High School	Millerton, N. Y., High School
Elmhurst, Ill., York Community H. S.	Northport, N. Y., High School
Eureka, Kan., High School	Philadelphia, Pa., John Bartram H. S.
Ferndale, Mich., Lincoln H. S.	Philadelphia, Pa., High Schools
Garden City, N. Y., Senior H. S.	Prescott, Ariz., Jr.-Sr. H. S.
Howe, Ind., High School	Princeton, N. J., High School
Highland Park, Mich., Senior H. S.	San Antonio, Tex., High Schools

### 9. Teaching Effective Study Habits

Cleveland, Ohio, John Hay H. S.	North Troy, Vt., High School
Garden City, N. Y., High School	Park Ridge, Ill., Maine Twp. H. S.
Hackensack, N. J., High School	Proctor, Minn., High School
New York City, Ridder Jr. H. S.	Trenton, N. J., Central H. S.

### 10. Remedial Reading

Bellows Falls, Vt., High School	Memphis, Tenn., Jr.-Sr. H. S.
Chicago, Ill., Univ. of Chicago H. S.	Norristown, Pa., Eisenhower H. S.
Cleveland Heights, Ohio, Monticello Jr. H. S.	Reading, Pa., Northwest Jr. H. S.
Dayton, Ohio, Lincoln Jr. High School	Sioux Falls, S. D., Washington H. S.
Flint, Mich., Northern H. S.	Southbridge, Mass., Wells H. S.
Honolulu, Hawaii, McKinley Sr. H. S.	Tustin, Calif., Union H. S.
Meadville, Pa., High School	Wenatchee, Wash., High School

### 11. The Non-Academic Pupil

Battle Creek, Mich., Lakeview H. S.	Missoula, Mont., State Correspondence Dept.
Benton Harbor, Mich., High School	Mount Lebanon, Pa., Senior H. S.
Bozeman, Mont., Gallatin Co. H. S.	Newport Beach, Calif., Harbor Union H. S.
Bradford, Vt., Academy	North Plainfield, N. J., High School
Buffalo, Wyo., Johnson Co. H. S.	Northport, N. Y., High School
Danbury, Conn., High School	Oakland, Calif., High Schools
Farrell, Pa., Senior H. S.	Oakland, Calif., High School
Floral Park, N. Y., Sewanhaka H. S.	Oakland, Calif., University H. S.
Florence, S. C., High School	Park Ridge, Ill., Maine Twp. H. S.
Glendive, Mont., Dawson Co. School	Pasadena, Calif., Wilson Jr. H. S.
Grand Rapids, Mich., Godwin Heights H. S.	Philadelphia, Pa., Junior High School
Greenbelt, Md., High School	Philadelphia, Pa., Bok Voc. School
Lancaster, Ky., High School	Philadelphia, Pa., Gillespie Jr. H. S.
Litchfield, Minn., High School	Philadelphia, Pa., Wm. Penn. H. S. for Girls
Long Beach, Calif., Jefferson Jr. H. S.	Seattle, Wash., Broadway H. S.
Madison, S. D., High School	Seattle, Wash., West Seattle H. S.
Marquette, Mich., Graveraet H. S.	Upper Darby, Pa., Senior H. S.
Marshfield, Mass., High School	Upper Darby, Pa., Haverford Twp. H. S.
Mexico, Mo., High School	Yonkers, N. Y., High School

### 12. Co-operation With

Albuquerque, N. M., High School  
 Batavia, Ill., High School  
 Bath, Me., Morse H. S.  
 Brentwood, Mo., High School  
 Cedar City, Utah, Junior College  
 Chambersburg, Pa., High School  
 Champaign, Ill., Senior H. S.  
 Claremont, N. H., Stevens H. S.  
 Derry Village, N. H., Pinkerton Academy  
 Dowagiac, Mich., High School  
 Fort Scott, Kan., High School  
 Fort Smith, Ark., Senior H. S.  
 Grand Rapids, Mich., Godwin Heights H. S.  
 Greenwich, Conn., High School  
 Lampeter, Pa., West Lampeter H. S.

### Out-of-School Agencies

La Porte, Ind., High School  
 Los Angeles, Calif., Public Schools  
 Louisville, Ky., Atherton H. S. for Girls  
 Manassas, Va., Industrial H. S.  
 Montclair, N. J., High School  
 Philadelphia, Pa., Germantown Friends School  
 Philadelphia, Pa., Dobbins Voc. School  
 Philadelphia, Pa., District No. 6 Schools  
 Pittsburgh, Pa., Frick School  
 Rock Island, Ill., Senior H. S.  
 Saginaw, Mich., High School  
 Sussex, N. J., High School  
 Upper Darby, Pa., Senior High School  
 Washington, D. C., Roosevelt H. S.  
 Williston, N. D., City Schools

### 8. Classifying Pupils

**Clinton, New York.**—Central Junior-Senior High School. A two-level system of grouping pupils is being experimentally tried out. All pupils who plan to continue their education after high-school graduation are grouped in the A level. Those who have definitely decided not to continue their education after high-school graduation are permitted to take the work on the B level. Instead of giving a course that is midway between the needs of these two groups of pupils, two separate courses of study in almost every subject offered in high school are prepared. The content and method of each is determined on the basis of the needs, interests, and capacities of the two groups.—H. G. SHINEMAN, *Supervising Principal*.

**Decatur, Mississippi.**—East Central Junior College. Entering eleventh-grade pupils are given the Iowa Placement Tests. These results, together with their transcripts, are assembled and given to the guidance committee to use in classifying these pupils. Pupils are then informed of course requirements. Following this, classification begins, being somewhat of an individual affair between the guidance committee and the pupil.—L. O. TODD, *President*.

**Ellerbe, North Carolina.**—High School. The entire student body is given a diagnostic English test based upon certain typical local errors. Using this information, the pupils are homogeneously grouped into eight groups on the basis of like or related difficulties in English. The three English teachers and the teachers of the other high-school subjects meet these groups twice each week for intensive drill periods in English usage. The plan affords an added opportunity for intensive work on particular errors characteristic of the speech of each group and an opportunity for all teachers to realize that English should never be regarded as a subject to be isolated within its own department.—R. F. LITTLE, *Principal*.

**Elmhurst, Illinois.**—York Community High School. As a means for recognition of, and provisions for, individual differences, class segregation is made in the following manner: freshmen, according to elementary school I.Q. tests, teachers' ratings, and a standardized language test; sophomores, juniors, and seniors, according to high school I. Q. tests and marks made previously in high-school subjects. Basically the amount of work covered and the rate of progress are determined by the level of ability of the individual pupil.—G. L. LETTS, *Principal*.

**Eureka, Kansas.**—High School. There are three divisions of English classes in the school—college preparatory, general, and remedial. The college preparatory includes a study of selected literature and the mastery of technical knowledge and skills in grammar. In the general English course emphasis is placed on conversation and on simple written composition such as that used in letter writing and in the study and evaluation of newspapers and magazines. In the remedial English course emphasis is placed on correct study habits, phonetics, word meaning, and increasing the vocabulary. Pupils are encouraged to read extensively and to keep a record of their reading. Newspapers and magazines are used for class discussion.

Use is made of diagnostic tests. Class divisions are made on the basis of the Iowa Silent Reading Tests, achievement tests, and intelligence tests, as well as on the pupil's previous work, his general attitude, and his future plans. The junior and the senior high-school English programs are correlated by frequent conferences of junior and senior high-school teachers of English.—W. R. WHITZEL, *Principal*.

**Ferndale, Michigan.**—Lincoln High School. Pupils are classified on the basis of standardized tests, on the report of the visiting nurse, and on the pupil's interests and needs.—MARY HUMPHREY, *Teacher*.

**Garden City, New York.**—Senior High School. Four different sections of beginning French are scheduled with four different teachers. The classes meet at the same period. The teachers may shift the members of the sections at the end of the different marking periods so that all of the pupils may move at their normal rate of progress. These four teachers interchange in the teaching of the various sections so that it is possible for all four groups to get the benefit of the best teaching efforts of all four teachers. It is expected that there will be no failures, since the pupils will have, in all probability, shifted themselves into a rapid group, a nominal group, a slow-moving group requiring slightly more than a year, and a very slow group requiring a year and a half or two years to complete a year's work.—JOHN COULBOURN, *Principal*.

**Howe, Indiana.**—High School. Pupils are classified on the basis of three tests; an intelligence test, a reading test, and an achievement test. These three tests give a rather good picture of the boy's ability and his achievement to date.—BURRETT B. BOUTON, *Superintendent*.

**Highland Park, Michigan.**—Senior High School. The classifying of pupils begins approximately two months before the close of each semester. Pupils make appointments with their counselors and talk over their courses. They get advice concerning the best electives to take. Given a copy of the program for the next semester they make out their own schedules, exercising their own choice of teachers and order of classes, unless the choice seems disadvantageous to them. These schedules stand, unless the pupil is late in classifying and his first choice of courses cannot be granted because of full classes. One of the clerks in the office is in charge of classifying. As the schedules come in, their names are entered on a class sheet, so that at any time it is known how many pupils have been enrolled in each class. These class rolls are given to the teacher the first day. Thus there is no loss of time at the beginning of the semester, since all classes run full time from the first recitation. These schedules are not changed unless the pupil fails. Pupils take this plan seriously and on the whole exercise good judgment. It stimulates their initiative.—LOU BABCOCK, *Assistant Principal*.

**Ironton, Ohio.**—High School. The school is developing a five-year high-school course. Only overage pupils are allowed to finish in four years. In many instances, those who would be seventeen years of age or younger at the end of a four-year high-school course are taking the five-year program.—O. C. WEST, *Principal*.



**"Typical of the Learning Activities of a School"**  
**Edison Vocational and Technical High School, Mt. Vernon, N. Y.**



**La Porte, Indiana.**—High School. Pupils are classified on the basis of intelligence tests, achievement tests, Latin prognosis tests, algebra prognosis tests, high-school entrance tests, clerical examinations, and reading tests. On the basis of these tests, home interviews, personal interviews with the pupils, and a study of past records, pupils are enrolled in classes. Careful selection of subjects under guidance is made by the pupil in accordance with his ability.—JOHN FRENCH, *Principal*.

**Millerton, New York.**—High School. Test records of I.Q.'s in the third, sixth, and eighth grades are available on almost every pupil entering high school. In addition, the eighth-grade teacher observes the pupil carefully during the year to detect any deviations from normal expectancy. At the end of each school year, from the first grade on, each teacher passes on to the next teacher her estimate of the pupil's ability, attitudes, skills, and character traits, and copies of reports the grade teacher sent to the home. Achievement tests are given in the lower levels. Profiles of these are made and compared with previous years, in order to determine progress or lack of it. Special reading tests are given in the third grade. If a pupil is not up to the reading level of his grade, diagnostic tests are given and remedial measures are adopted. All these are cumulative and by the time the pupil reaches the ninth grade, considerable information is available to the high school about the entering pupil. With some indication of the strengths and weaknesses of each pupil supplied by this accumulation of material, teachers are better able to place pupils and give them work within the scope of their ability, needs, and interests.—F. E. WOOD, *Principal*.

**Northport, New York.**—High School. Pupils are selected for the non-regents curriculum after a very careful observation in the seventh and eighth grades. A special placement committee makes a thorough case study of each pupil before he is recommended for the course. Consent of the pupil and his parents is a necessary part of this selection. As a rule, only the pupil who has an I.Q. of less than one hundred is considered. A pupil of higher ranking is usually able to carry the higher level of work in the regents curriculum.

When a pupil is placed in the non-regents curriculum in the ninth grade, promotion becomes a matter of effort, co-operation, and attendance, rather than the mastery of a specific quantity of subject matter. Upon graduation the non-regents pupil receives a high-school diploma with the name of the curriculum he has completed upon it. The work he has taken is entered on the inside of the folder. At a recent commencement, a non-regent pupil was one of the graduation speakers, an honor that was given to him because it was felt that the quality of his accomplishments was comparable to that of pupils in the other courses.—C. J. MILLER, *Principal*.

**Philadelphia, Pennsylvania.**—John Bartram High School. In order to secure information for the development of a modified curriculum for dull normal pupils whose abilities and interests make it unprofitable for them to enroll in one of the standard curriculums, 122 of these pupils, 5 per cent of the total school enrollment, in the high school were interviewed.

A check list of questions was made in order to secure some uniformity of interview. The average retardation of the 122 pupils was six months, the I.Q. average was 90.3 with a range from 70 to 123. The median I.Q. of the whole school was 106. The results of this study were then used as a basis for developing a program of studies for these pupils.—I. L. HOROWITZ, *Assistant Principal*.

**Philadelphia, Pennsylvania.**—High Schools. An achievement diploma is awarded by the high schools of the city to those pupils who are not scholastically able to perform satisfactorily college-preparatory work. This decision deals in a realistic manner with the changed character of the high-school student body. Fixing the compulsory attendance age at seventeen means that many pupils who used to leave school to take jobs now remain in the classroom. Many of them cannot attain the standard required to gain the conventional high-school diploma. If given work that they are able to do, they can be expected to do that job well. The achievement diploma is intended to carry that message to the outside world. For the pupils it is a valuable incentive to faithful work. For their future employers the diploma promises that, placed in jobs that their training fits, they will do that work as conscientiously as the diploma indicates they have studied at school.—E. W. ADAMS, *District Superintendent*.

**Prescott, Arizona.**—Junior-Senior High School. All pupils in grades seven and eight, and most of nine are grouped homogeneously on the basis of reading ability. In the other grades, segregation is based on actual class performance; that is, teachers' grades and estimates. Whenever two or more sections of a subject are required pupils of low ability form one section. At the end of the year, each pupil is given a general rating of A, B, or C. The following year if three sections are formed, as in English, the A pupils form one group, the B another and the C a third group. Where only two groups are possible, every effort is made so that no A pupil is placed with a C pupil, or vice versa.

The work of each is planned on the basis of the abilities of the group. The A group has a very comprehensive program, and the B group a normal program. The C group program is far different in character, methods, and content than the work planned for the B group. When mistakes in placement are discovered, the pupil is changed to the group in which he best fits.—A. W. HENDRIX, *Principal*.

**Princeton, New Jersey.**—High School. On the basis of reading tests, psychological tests, past achievement, and recommendations of teachers, all pupils are grouped according to ability in all sections of English, mathematics, science, history, languages, and commerce. The most capable pupils in any particular subject are placed in section one, the next most capable group in section two, on down to the slowest group which might be in section nine.

In the future there will be fifteen different awards made by the Board of Education to the pupils after they have finished four years of high-school work. These awards are: precollege honor diploma, academic honor diploma, commercial honor diploma, clerical honor diploma, general honor



diploma, precollege standard diploma, academic standard diploma, commercial standard diploma, graduate diploma, citizenship certificate, attendance certificate. The passing of a comprehensive examination is required for all awards except the last three.

Beginning in 1940 precollege diplomas, in addition to the academic diplomas were issued for those graduating from the academic course. At the end of the 1940-41 school year, a social diploma will be awarded to those pupils of the social scientific curriculum who meet specified requirements. These requirements are based on higher standards than those required for the general diploma.

There will also be citizenship certificates and attendance certificates awarded for those not meeting the standards for the various diplomas. Those pupils who earn sixteen units in any curriculum and fail to pass the comprehensive examinations or fail to meet the specific requirements for any diploma will receive the citizenship certificate. This will indicate that their scholarship has not been sufficient to qualify them for a diploma, but that their citizenship has been satisfactory and that they are entitled to participate in the commencement exercises. The pupils who fail to complete sixteen units during four years in high school will be awarded the attendance certificate which merely indicates attendance in high school during the four years. These certificates do not entitle the holders to participate in the commencement exercises.

This means that all pupils will terminate their high-school course at the end of four years. They may continue as postgraduates. Their continuation in high school will be entirely dependent on their scholarship and attitude toward school work.

Postgraduate pupils receive a high-school graduate diploma, provided they complete during their fifth year three major subjects which they had not had before or provided they complete enough subjects to give them a total of twenty credits, including their undergraduate credits. No comprehensive examinations are required for a graduate diploma.

Under this new arrangement no pupils will be kept in the same grade more than one year, and no pupils will fail to be graduated at the end of four years of high-school work. This does not mean that standards of scholarship will be lowered. By comprehensive examinations, the highest requirements can be had for the precollege, academic, and commercial diplomas. It does mean, however, that the school is not going to waste time during a fifth or sixth year on the pupils who loaf during the first four years of their high-school course.—TED B. BERNARD, *Principal*.

**San Antonio, Texas.**—Junior and Senior High Schools. Ability grouping has been used extensively for years in the junior high schools, but not in the senior high schools. Recently, groups of pupils with relatively low achievement have been formed on an experimental basis in the senior high schools. For example, the pupils whose scores are below the lower quartile in each of the several parts of the Co-operative English Test are grouped for one to two semesters for special attention to deficiencies.



A mimeographed report in booklet form, containing a summary of the tests used, is placed in the hands of every teacher and administrator concerned. Another mimeographed report is prepared showing the percentage of successful responses on the different questions in each test. This information makes it possible for the classroom teachers to take cognizance of subject matter deficiencies and to take such steps as are necessary for remedial instruction or for guidance into more suitable fields of study. In addition, a chart, showing the percentile ratings of pupils in all subjects studied is placed in the hands of the different teachers involved.— J. T. SHEA, *Director of Research*.

### 9. Teaching Effective Study Habits

**Cleveland, Ohio.**—John Hay High School. A number of study halls are entirely supervised by the student council. No teachers are on duty in these study halls. Any pupil who makes good use of his time is entitled to study in one of these instead of the regular hall supervised by teachers. Through these council study halls an excellent opportunity is offered the pupil to practice self-control and consideration for others.—W. L. MOORE, *Principal*.

**Garden City, New York.**—High School. The teacher's handbook includes eight pages of suggestions to the teacher in training pupils in the art of study; objective statements as to what the teacher can do, what she can get her pupils to do, and what she can get parents to do in the way of helping pupils to develop correct habits of study. Each teacher is requested constantly to make every effort to see that pupils naturally adopt good study habits—a result growing out of every activity in the school.—JOHN COULBOURN, *Principal*.

**Hackensack, New Jersey.**—High School. Each fall every teacher conducts in her home room a special program, teaching pupils how to study. Each home-room teacher has a textbook on this subject.—B. E. LOWE, *Principal*.

**New York City.**—Herman Ridder Junior High School. A group-study plan has been adopted by the teachers and the pupils of the school. Guides for classroom work are developed in the form of a prospectus by pupil-teacher partnership. It tells the pupil what he is to do each week and where he can find it. It is based upon the theory that the pupil is capable of study, of discussion, of evaluation, and of government, but he cannot organize to effectuate his ability. This technique is used in every classroom. Each teacher receives guide lines in supervision and observation, an outline of the study plan, a discussion of the learning procedure as related to the plan, and comments on pupil democracy, pupil self-government, and on the need for a philosophy. The plan carries within itself its own discipline.—E. R. McGUIRE, *Principal*.

**North Troy, Vermont.**—High School. The teaching of effective study habits is the constant emphasis of each teacher. General instructions are given to the pupils in groups, with more specific aid given to individuals as the need is revealed. The material is organized into definite units and

mimeographed. As a result, they are more tangible to the pupils and thus more effective. A self-rating chart is filled out by each pupil concerning his study habits. This forms the basis for instruction and aid. Some of the units studied are: learning how to read; making the most of a study period; taking notes; how to memorize; how to review for examinations; how to take an examination; how to use the library, the dictionary; how to write a thesis; and how to build a vocabulary. These units are constantly revised and rewritten in the light of added experience.—A. C. UTTON, *Principal*.

**Park Ridge, Illinois.**—Maine Township High School. In the teaching of effective study habits, first the physical surroundings are made satisfactory. In the beginning a freshman's outlines are extensive and include references to books, giving names and pages. As the pupil progresses, the outlines become less specific, page references are omitted, and finally even the specific book reference is sometimes omitted. Pupils are taught to use books. Charts of study habits are posted on the classroom bulletin board. These charts show the pupil what is wrong with his ability to concentrate. A stop watch may be used. During this time the teacher or a pupil will check on the chart certain bad study habits observed. The study chart at the end of the year shows vast improvement over those made at the beginning of the year. A feeling of mutual helpfulness between pupil and teacher must exist so that the pupil feels he is being helped and not spied upon.

Every effort is made to ascertain something in which each pupil can succeed. He is then given a chance to demonstrate his ability before the class. This acts as a spur to the pupil. Pupils are also encouraged to prepare a good study place at home, taking into consideration freedom from noise and other distractions, lighting and ventilation. This space is inspected by a teacher and/or pupils. The pupils' participation in the inspection tends to create interest and offers a medium for the exchange of ideas.—T. R. FOULKES, *Superintendent*.

**Proctor, Minnesota.**—High School. The pupils and teacher decide on the daily assignments at least one week in advance. Each day's work is outlined and pupils are expected to follow this as their working schedule. Since the emphasis is always on pupil initiative and responsibility, the teacher acts only as a guide and occasionally as instigator of ideas in composing the assigned work. The satisfactory completion of any work relating to the course is recognized by the teacher. The pupil and teacher decide the nature or type of work. Regardless of the type of work chosen, either an outline or complete information must be presented in written form to receive recognition. Shortly before the end of the six weeks' period, an inventory day is declared.—M. O. JEGULM, *Teacher*.

**Trenton, New Jersey.**—Central High School. An adaptation of the Dalton Plan has been made in the form of a study day one day each week. No scheduled recitations are held on Wednesdays. All teachers, however, are in their rooms to give individual and group assistance asked for by pupils coming to their rooms. Assignments are made in weekly units on Thursdays for five day's work.

On Wednesday the pupil first goes to his home room in the morning and there makes out a card showing his work schedule for each period of the day. Pupils who are passing in all subjects in the previous six weeks are free to make their own schedules. Pupils having marks of D in any subject in the previous rating period are required to have their home-room teacher's signature of approval of the program which they have planned. Pupils receiving a failure in any subject are required to carry a green card, and must spend, if possible, two periods with the teacher under whom they failed. If a pupil schedules himself to work with a teacher, he must stay there for a full period or longer if he desires.

After the home-room period, the pupil follows his schedule, and at the end of each period his card is signed by the teacher under whom he is working to indicate that he has been present. At the end of the day, the pupil returns to his home room and leaves his card with his home-room teacher.—P. R. SPENCER, *Principal*.

#### 10. Remedial Reading

**Bellows Falls, Vermont.**—High School. Reading and mental ability tests are given to all of the seventh-grade pupils. Those whose reading ages are found to be more than two years below their mental ages are assigned to a remedial reading class. The class meets five times a week. Monday speed and comprehension tests are given. Tuesday and Thursday the class meets at the public library where an attractive room is turned over to the group for a full hour of leisure reading. Wednesday and Friday, the regular English work is done. Each pupil is directed into the type of exercise he needs in order to level up the depressions in his profile of reading skills. It is planned to extend this program to cover all six years of the high-school program.—JESSIE A. JUDD, *Principal*.

**Chicago, Illinois.**—University of Chicago High School. Although 98 per cent of the graduates go to college, an intensive remedial reading program is always promoted on an individual and small group basis. About half of the cases are discharged in six months. Reading records are kept and instructions which aim to develop taste and appreciation are given regularly. For example, a tenth-grade unit on periodical reading shows that pupils read better magazines after the unit than before and that their interests do not die out as they progress through school. Records also show that a more mature level of book reading develops under teacher guidance. It is planned to follow up these pupils after they are graduated.—P. B. JACOBSON, *Principal*.

**Cleveland Heights, Ohio.**—Monticello Junior High School. During the summer, the principal and a high-school teacher prepared a series of seventeen bulletins analyzing the most important techniques used in remedial reading and suggesting some activities. Teachers and pupils evolved a set of guideposts to study and a set of achievement goals in each subject with suggested means of attaining them. At the opening of school in the fall, teachers were instructed for a week in the use of this material and in the general problems of reading comprehension. The methods in

the bulletins were to be adapted to meet the needs in their work. The practice materials were the regular textbooks of the courses. Reading scores were secured at the beginning and at the end of the semester for three semesters. Despite the fact that the median I.Q.'s of the semester groups in two other junior-high schools of the city were higher than in this school, the Monticello school's median reading score for the three semesters tested showed superiority over the other two schools. This work was done with the student group as a whole and not with a selected group.—L. B. BRINK, *Principal*.

**Dayton, Ohio.**—Lincoln Junior High School. The beginning seventh-grade pupils are given the Nelson Silent Reading Test, Form A. This, plus an intelligence test, is used to discover those needing special remedial class work. Any eighth- or ninth-grade pupil who seems to be retarded in reading is tested. Remedial classes of twenty to twenty-five pupils meet each day for fifty-five minutes. The procedure is somewhat as follows: The Durrell-Sullivan Individual Oral and Silent Reading Test is given; drill is given in phonetics; tests, lessons or workbooks in basal reading and magazines with easy reading are used; attractive books at their reading level are kept in the room; each pupil is encouraged to obtain a library card and get a book that interests him and that he understands; and a reading chart of home reading is kept by each pupil. One period each week each pupil brings his home reading book to school and reads silently. The teacher speaks individually with each pupil about his book. In some cases a telebinocular test is given and eye examinations are recommended to the parents. At the end of the year Form B of the same silent reading test is given. On an average, gains from two to two and one-half years in reading ability have been shown.—H. L. BODA, *Principal*.

**Flint, Michigan.**—Northern High School. Special remedial English courses have been designed to solve some of the reading difficulties encountered by pupils in the tenth and eleventh grades of all secondary schools in the city. These are planned near the pupils' level of interest and comprehension. Much testing and experimental work was carried on, and still is being done, in the development of those two courses. The greatest latitude is permitted the individual teacher to make adjustments to fit each class.—JACK HUBBARD, *Teacher*.

**Honolulu, Hawaii.**—McKinley Senior High School. As a means of giving emphasis, not only on reading, but also on speaking and writing, the faculty has prepared a booklet of one hundred thirty pages, price forty cents, upon the subject, *How Does Effective Communication Help Me Live Intelligently?* The whole program is an integrated part of the entire learning experience of the pupil and is developed upon the idea of first instruction rather than follow-up or remedial.—MILES E. CAREY, *Principal*.

**Meadville, Pennsylvania.**—High School. As an outgrowth of an emphasis upon reading, a scale was developed to secure some quantitative and qualitative measures of reading achievement. It is based largely upon the possibility of arranging an adequate sampling of the many types of reading materials and motives with which the reader comes in contact into

various groupings, and itemizing various categories under each group. The inventory is composed of two parts. The first part represents a qualitative analysis and a sampling of ten types of reading materials and types of motivation. These consist of newspapers, magazines, books, reading interests, reasons for reading, factors of readability, kinds of writers, radio programs, motion pictures, and profit from reading. Each type is further broken down into ten ranked categories, each attempting to show a general pattern of a phase of reading activity. The one hundred items present a comprehensive sampling of the total pattern of the pupils' reading experiences. The second part—quantitative—has to do with the pupils' usual actions with respect to reading and study. There are ten divisions, with five items under each. These attempt to ascertain the degree—never, sometimes, often—to which the pupil engages in certain reading practices. Percentile norms have been developed for each grade.—F. L. POND, *Principal*.

**Memphis, Tennessee.**—Junior-Senior High Schools. The school system recently prepared a ninety-five page mimeographed booklet to assist those teachers who teach remedial reading in the junior- and senior-high schools. The work was the co-operative endeavor of a committee of twenty-five teachers, representing eleven schools and the director of instruction. It is based upon a survey of the status of the reading skills among all the senior-high-school pupils. In that survey it was found that approximately 25 per cent of the white pupils of all grades tested were reading below their grade norm both in rate and comprehension; and as a result, all pupils in grades seven to ten, inclusive, reading below their grade level, were placed in remedial classes instead of their regular English class. The booklet is a guide to those regular teachers who have had special training in remedial reading. Sections of the booklet include space for initial records, pupil analysis, controlled reading, main ideas versus details, outlining, the study of words, reading guides and how to use them, leisure reading, and testing results.—D. M. HILLIARD, *Director of Instruction*.

**Norristown, Pennsylvania.**—Eisenhower High School. A low-ability group of pupils were freed from the responsibility of following the regular school course of study. As an experimental group, wide liberties were granted it. Reading sources were numerous. Motion pictures, other pictures and illustrations, writing friendly letters, holding conversations, studying history in the English class, and telling stories, are a few of the tools through which an interest in reading was aroused. The whole program was extremely flexible. The work at hand was quite generally that which had an immediate interest to the pupil.—ADDISON J. ALLEN, *Teacher*.

**Reading, Pennsylvania.**—Northwest Junior High School. Various devices are used not only for training pupils in the art of reading to learn but also of learning to read. The microphone is used by the pupils to perfect their reading. While a pupil broadcasts, the teacher listens in with the members of the class. Notes are taken and frank, honest criticisms are given in the classroom instruction. Recordings are made in an effort to develop reading skills. Word drills, expression, and enunciation are elements stressed. Recordings are transcribed for pupils' analysis. Pupils of all

grades in the school enroll in these classes which meet twice a week. Classes range in size from fifteen to eighteen pupils. Only the very poor readers, about ten per cent, are required to take the work.—CAROLINE REEDY, *Teacher*.

**Sioux Falls, South Dakota.**—Washington High School. The remedial reading program for the past two years under the direction of a teacher trained in this field is based on the belief that most of the difficulties arise from the lack of proper personality adjustments. These groups are chosen on the basis of I.Q., a vocabulary test, and a silent reading test. The tenth-grade group uses *Let's Read* by Roberts and Rand. Instruction is highly individualized. It is followed by a diagnosis of mental ability and reading level. A rather detailed questionnaire is filled out about the pupil which includes family history, environmental conditions, the pupil's educational and personal history, I. Q., reading rate as derived from tests, his physical condition, and a close observation of the pupil's reading habits. *The Open Road* and *Widening Horizons* are used for developing reading skills. In the senior year the work is developmental, emphasizing, in addition to reading rate, drill on interesting material, quick and accurate recognition of main ideas and of pertinent details and organization, and evaluation of materials while reading. Senior pupils with average I. Q.'s but reading at fourth- and fifth-grade levels complete the semester at eleventh- or twelfth- or college-grade levels. Rate of reading has jumped from two hundred fifty words per minute to as high as six hundred. As a result history and other subjects become intelligible to these pupils.—L. M. FORT, *Principal*.

**Southbridge, Massachusetts.**—Wells High School. A remedial reading group has been organized on a clinic basis. It was started because teachers complained that high-school pupils could not read, because low marks in social studies, English, and science indicated that the pupils did not understand what they were reading, and because tests proved that many pupils were at a fourth- or fifth-grade level in reading ability. The experiment was explained to the pupils who needed the training and their co-operation was asked. Each individual entered on his or her own accord and did not receive any credit toward graduation for the work done in this clinic. Twenty-five pupils from all classes, nine, ten, eleven, and twelve, were selected. Silent reading tests were administered. The eye movements of each were pictured by means of the Ophthalm-O-Graph. The Metron-O-Scope was used for two periods each week. After a twenty-week period, each pupil was again tested by silent reading tests and the Ophthalm-O-Graph test.

The results showed that every pupil had improved. The rate of reading, paragraph meaning, word meaning, central idea, sentence meaning, location of information, and total comprehension had all increased. The eye movements were better, the regressions were fewer, and the eye span was greater.—J. M. ROBERTSON, *Principal*.

**Tustin, California.**—Union High School. Remedial reading classes are formed in the ninth grade on the basis of pupil achievement in regular class work and standardized reading tests. The plan for the course is



flexible. Readings are chosen to suit the pupils. Vocabulary drills, spelling, composition, and grammar to correct errors in writing form a regular part of the work. The grammar is functional, being based largely on writing deficiencies of the pupils. Motion pictures are used to illustrate books. Whenever there is a commercial motion picture of a book studied in school, such as *The Tale of Two Cities*, comparisons with the original story are made. Discussions are held about settings, interpretation of the characters, and whether or not the picture presents accurately the author's ideas.— J. W. MEANS, *Principal*.

**Wenatchee, Washington.**—High School. Study conferences on reading held at this high school are open to school people from all of north central Washington. The first meeting was of the outside-speaker type. The second meeting was of the round-table discussion type upon the general topic, "What are your problems in the teaching of reading and how are you attempting to solve them?" The chief purpose of this meeting was to secure a definition of problems to be used as a basis for further study.

The members of the junior-senior high school group planned a future meeting, at which time case studies were presented. Each member presented the facts concerning the most outstanding problem case in reading that he had encountered, together with the solution attempted. These cases were studied with the view to determine procedures that may be used successfully in the correction of reading difficulties. It was recognized that problems are presented by individuals possessing outstanding reading ability as well as by those with pronounced handicaps and also by those regarded as having normal reading capacity. Cases representative of these three types of problems were discussed.

The value of such meetings is difficult to appraise. Judging from the interest shown and the apparent stimulation to thinking along these lines, they seem to be very much worth while.—JOHN RUTHERFORD, *Principal*.

## II. The Non-Academic Pupil

**Battle Creek, Michigan.**—Lakeview High School. A senior science course with four main objectives has been developed. It is planned for non-college pupils in order to acquaint them with the technological and scientific bases of economic life and with some important and useful scientific information, and to develop intelligent consumers. In addition to a basic text, magazines and government and other pamphlet materials are used. Films are shown and trips to industrial plants are frequent occurrences.— J. W. SMITH, *Principal*.

**Benton Harbor, Michigan.**—High School. This school has had correspondence courses for the past sixteen years. These courses have been instrumental in giving breadth to the curriculum that would otherwise have been impossible. A description of this is to be found in a recent publication by the city's superintendent, entitled *Supervised Correspondence Study for Individual Pupil Needs*.— S. C. MITCHELL, *Superintendent*.

**Bozeman, Montana.**—Gallatin County High School. A supervised correspondence study program includes sixty different subjects distributed



throughout the following courses—college preparatory, commercial, home economics, agriculture, auto mechanics, shop, printing, part-time co-operative, music, and physical education. The state plan for correspondence study has made possible the addition of ten more subjects not definitely covered in the regular curriculum. Arrangements have also been made with commercial correspondence schools for such special subjects of courses as are not covered in either the state correspondence or local school programs.

By this program pupils have been given access to many additional subjects and have not been debarred from taking certain subjects because of a schedule conflict. It offers opportunity for pupils who are able to attend school for only certain hours of the day to take subjects which they need, rather than subjects scheduled for those hours. Again, pupils obliged to drop out of school have an opportunity to do correspondence work, thereby keeping in contact with school as well as advancing educationally. It has also been one of the best insurances against the "correspondence school racket."—E. R. URDAHL, *Teacher*.

**Bradford, Vermont.**—Academy. Special short-unit courses are organized around the interest of groups of pupils in an effort to meet the need of non-academic courses. These include music appreciation, religious education, dramatics, and others involving types of hobby work. Even without shops, auto-mechanics courses are provided. For example, an old car is secured, is dismantled by the pupils under the direction of a skilled mechanic, and the parts are cleaned and studied by the group.—JOHN C. HUDEN, *Principal and State Co-ordinator*.

**Buffalo, Wyoming.**—Johnson County High School. A course entitled Social Problems is being developed. Pupils planned the course to include four units—consumer buying, propaganda, customs, and elementary psychology. Following the outlining of the general topics under consumer buying, committees based on individual interests were formed, with a chairman elected in each to be responsible for co-ordinating the work of the group and to avoid as many gaps and as much overlapping as possible.

Periodically there is a bringing together of the ideas of all groups in order to present and to receive suggestions from other groups. Much source material is brought in. Boys working on the consumer angle of automobiles have consulted mechanics, salesmen, and owners. Insurance men have been consulted by the group working on this subject. A salesman was brought to class to work with the group one period.—J. R. STROTHER, *Principal*.

**Danbury, Connecticut.**—High School. A special curriculum, known as the civic curriculum, was initiated in 1936, as one to prepare girls for entrance to many training schools, for ordinary retailing jobs and simple homemaking, and to offer boys the essentials of a general high-school education. The courses give usable minimum essentials or fundamentals without attempting to set up scholarly standards. Most of the work is done within the school day, especially in the third and fourth years, where it is suggested that five subjects be taken each year. English is required in all grades, nine to twelve. Science courses consist of general science and biology in grades nine and ten, and one-half unit each of physics and chemistry in

grade twelve. Social studies consist of civics, modern history or social problems, American history, and one-half unit each of economics and commercial law. Shop or domestic science is given in the ninth grade; commercial and industrial geography in the tenth grade and salesmanship, mathematics, and practical craft work in the eleventh; home economics, bookkeeping, involving only nonvocational aspects of keeping simple accounts, and typewriting, to attain a speed of thirty-five words per minute is offered in the twelfth grade. At present about 15 per cent of the school's one thousand seven hundred enrollment are in this curriculum.—R. C. BASSETT, *Principal*.

**Farrell, Pennsylvania.**—Senior High School. The non-academic pupil usually selects the general curriculum. Grade ten has socialized mathematics, followed in grade eleven by applied mathematics. Biology is being adapted to the needs of this type of pupil, followed by advanced science in grade eleven and a course in descriptive chemistry and physics in grade twelve. In 1939-40, an eighth-grade social studies book was used as basic material for a section of eleventh-grade non-academics. Most progress has been achieved in content, materials, and techniques used in the English course.—W. R. ANDERSON, *Principal*.

**Floral Park, New York.**—Sewanhaka High School. A series of vocational courses, each on three levels, have been organized. Level I, for grades nine and ten, provides opportunity to explore the training required for a number of major vocational fields—industrial arts. Level II is for those whose schooling will end within the secondary school period and for those who desire vocational education leading to initial vocational competency. Level III is for high-school graduates unable to find work and who wish to prepare for a vocation requiring a more extended period of training than can be secured in most four-year high school courses. In addition, training for the semi-skilled or the unskilled occupations is being provided for slow normals where they learn some simple manipulative skills with tools and materials for which they may later have practical use.—A. T. STANFORTH, *Principal*.

**Florence, South Carolina.**—Social, economic, and occupational surveys of the community have furnished information for planning additional courses and work for the pupils of the school. Additional equipment for the manual training department enabled the school to offer a course in auto-mechanics. On the school grounds a garden plot is being used to give pupils practical training in the art of homemaking.—GEORGE BRIGGS, *Principal*.

**Glendive, Montana.**—Dawson County Schools. A supervised correspondence program grew from a desire to assist boys and girls who, because the high school is a great distance from their homes, and because of a series of crop failures over a period of ten years, were not financially able to attend a high school.

In 1939, the state legislature placed this program on an equal footing with residence high-school work and made it legally a part of the education program. Pupils in these remote areas are granted the same privilege of using the county high-school textbooks needed for their correspondence

work as are those attending the high school in person. Last year there were nineteen pupils enrolled, some on the first-year course and others on the second-year.—ANNA M. SCHULTZ, *County Superintendent*.

**Grand Rapids, Michigan.**—Godwin Heights High School. About four years ago the school decided to segregate slow pupils in grades nine, ten, and eleven, and provide a program of studies more adaptable to their needs, interests, and capacities. The guidance department selected these pupils on the basis of their school marks, psychological tests, reading tests, teachers' opinions, and individual conferences with the pupils and their parents. Pupils were not permitted to elect the program, nor was one assigned to it without his consent and that of his parents.

The program includes English, mathematics, health, social science, home training, and practical arts. English is taught in all three grades. Here special emphasis is placed on ability to read through motivation. Specific training is given in the technique of reading. Aid is given the pupil to express himself clearly and simply in both oral and written form and to develop an interest in simple, current literature. Appeal is made to the self-interest of the pupil, and care is taken to avoid abstractions. All work is well within the range of the abilities of the group.

Mathematics begins with the simplest fundamentals of arithmetic and is related to the school work and the environment of each pupil. Science stresses physical and mental health. Health and right living are largely a matter of adjustment to environment. Social science stresses the importance of earning a living, of taking part in the community as a law-abiding and useful citizen. The ninth-year pupils study community and occupational civics; the tenth, elementary American history; the eleventh, general business training as basic for the pupil as a consumer and a worker, rather than a technical training course. The girls take two years of home economics, stressing the homemaker's work in a home of limited means. The boys take general shop work at the same time. This is intended to develop personalities through handwork and discover and encourage social tendencies.—G. IRENE SAUR, *Principal*.

**Greenbelt, Maryland.**—High School. A science course has been developed which minimizes the formal material and emphasizes the practical. It is a course developed with the purpose of enabling the pupil to make useful and thoughtful applications in his daily living situations. The textbook becomes a reference book and the things about the pupil become the real problems studied in class or on the ground. After the pupil works with something, he then evolves the law or principle of science. The course is developed upon the assumption that it will meet the needs of the college preparatory pupil as well as the non-college pupil.—R. E. SLIKER, *Principal*.

**Lancaster, Kentucky.**—High School. A course in Social Arts was developed several years ago in the school as a means to develop in boys, as well as girls, ideals for personal, home, and family living. In preparation of the course, teachers, parents, a doctor, a minister, a lawyer, two high-school graduates, one in college and one working at a gas station, and a football coach, were interviewed about the needs and type of course. The

opinions of the people were that such a course should create interests, desires, understandings, and appreciations. The following phases were included—the boy and his human relations, food and clothing in relation to the boy and his needs, the home of the boy and its surroundings, first aid, and choosing a vocation. The experiment was tried with a mixed group first. It was decided, however, that it was best to provide the course for boys alone.—ANN M. CONRAD, *Principal*.

**Litchfield, Minnesota.**—High School. The school has developed an Applied Science course composed of one semester each of chemistry and physics designed to give the same general concepts as the regular chemistry and physics course, but not give the usual quantitative work. The pupil chooses an activity and works on it. It must be one which requires thinking and the establishment of suppositions and conclusions. He may choose several or follow one the entire year. He may choose almost any type of activity. For example a boy may choose photography. He first reviews the literature. He develops his plan of work and then proceeds to put it in practice in a material way. He equips his dark room with printer and enlarger—with things he has made himself.

A special course in home chemistry is also provided for girls. It is applied to things within the home. Experiments are conducted on the removal of various stains from different kinds of fabrics, on hard and soft water, on soap, on sugars, and on solvents for paints and varnish. The class experiment with and report on such topics as making blood sausage, making head cheese, making pickled pigs' feet, and making soap. Cosmetics are studied. Picture-making is carried on. The school nurse discusses with the pupils the relation of chemistry to the nursery and baby care. The course is flexible, since it is an attempt to meet the interests and needs of girls from widely varying home conditions.—H. L. BETTENDORF, *Principal*.

**Long Beach, California.**—Jefferson Junior High School. Need of more uniformity in ninth-grade science throughout the city was evident. Meetings of all junior high science teachers in the city with the supervisor resulted in plans being made for the preparation of a course of study. Each teacher prepared a unit of work. Topics were selected for preparation. These units were to be revised into similar form of presentation by two teachers, who taught half days and worked half days for seven weeks under the direction of the supervisor.

The units were then sent to every junior high school in tentative form. Thirteen units had been prepared, of which not fewer than three nor more than six units were used each semester. Pupil selection of at least a portion of the units was urged. This course has been called Science of the Out-of-Doors and is on an elective basis.—RUTH H. KIRKLAND, *Teacher*.

**Madison, South Dakota.**—High School. A course in industrial arts has been designed to teach girls something about construction and repair in the home. They study simple electrical wiring, upkeep of the home, and care of the furniture. A course in home economics is offered to boys where they learn the simple duties about the home. They learn to cook and bake and to plan meals. They also study the cost and preparation of food and how to make a budget.—THEODORE WRAGE, *Principal*.

**Marquette, Michigan.**—Graveraet High School. Special English, history, and social and economic problems courses for non-academic pupils have been developed over the past years. An apprenticeship training program has been included to meet the needs of others. A guidance committee is at present preparing aids for home-room teachers, dealing with the non-academic pupil. Spelling is stressed in all classes.—H. J. ANDERSON, *Principal*.

**Marshfield, Massachusetts.**—High School. Since only an average of two pupils out of a two hundred-pupil school went to college each year, attention was given to developing a curriculum for this large group. A group of from twenty-five to thirty boys who were in school for no reason other than they had no other place to go were placed in a class. A minimum academic program was determined for them. This included a utility English course and a civic-problems American history course for promoting intelligent citizenship. A physical education program, with classes meeting daily, was developed to instruct them in a constructive health program. The other half of the day is spent in general shop. No trade is taught, but these pupils engage in a variety of activities of a practical nature. Since rarely does anyone in this group leave town, the occupational objectives are related to the local community. Garage work, carpentry, upholstery, and household repair represent local endeavor. These represent the fields of activities in which the boys engage while in school.—RUPERT A. NOOK, *Principal*.

**Mexico, Missouri.**—High School. A class of boys was organized for the purpose of meeting the needs of the non-academic pupil. While it was set up as an experiment, it will, in all probability, become a permanent part of the school's program of studies. There was a group of boys who apparently were not interested in school, and were wholly unadjusted to the school situation. This group was enrolled in a class known as Social Relationships in the home economics department. No textbooks were used, but a rather definite plan was worked out in advance by the teacher and the principal. The teaching outline consists of such subjects as simple cooking, camp cookery, minor repairs around the home, manners, social conventions that need to be met by everyone, selection and care of clothing, budgeting for low income levels, getting along with people, and related subjects. After conducting the class for two years, the boys are almost fully at ease around the school and are working more nearly up to their capacity in their other classes.—C. W. MACKEY, *Principal*.

**Missoula, Montana.**—State Department of Public Instruction, Supervised Correspondence Department. A State Correspondence Study School is supported by state appropriation. It is in reality a state consolidated school administering the needs of the individuals who cannot otherwise be served. Its first function is to enrich curriculum offerings of the schools of the state. Pupils enroll with the State Correspondence School for subjects which the local school is unable to offer. Usually enrollments are in the field of some special interest or aptitude. The correspondence center becomes the instructional agency for the pupil. The local high school as-

sists in the work by arranging a time and place for study and by assigning a supervisor or co-ordinator to administer tests and work projects. The pupil's work is forwarded to the State Correspondence School for appraisal and comment.—REX HAIGHT, *Chairman and State Co-ordinator*.

**Mount Lebanon, Pennsylvania.**—Senior High School. A general course in industrial arts work has been provided for the non-academic. There is no formal course of study through which the class as a supposedly homogeneous group is required to work. Equipment units in the shop provide for work in wood, machine, sheet metal, forge, foundry, electric wiring, and acetylene welding. Regardless of the shop class section, or period in which a boy finds it convenient to enroll, he selects for himself a production project, not from a restricted list of stereotype shop projects, but something which he wishes to make for himself, his home, or for some other person. Skills to be learned are acquired as concomitants of the construction process. The plan is still in the experimental stage. A similar attempt is being made with home economics.—L. E. PERRY, *Principal*.

**Newport Beach, California.**—Newport Harbor Union High School. In an effort to provide some solution to the problem of what to do with the non-college pupil, curriculum expansion and revision is constantly being promoted. Agriculture, home economics, a broad shop program, social problems, international relations, consumer economics, and modified art, music, and commercial courses include some of the changes and additions made to the school program in the past few years. A comprehensive unit dealing with family relations is being considered as a future revision in the social problems course.—S. H. DAVIDSON, *Principal*.

**North Plainfield, New Jersey.**—High School. Work in supervised correspondence study began with some three or four pupils enrolled. The next year there were approximately thirty-five pupils. Since that time the number enrolled has fluctuated between twenty-five and seventy. Last year pupils were enrolled in advertising, auto mechanics, aviation, cost accounting, Diesel engines, dressmaking and designing, fruit culture, motor boat navigation, poultry farming, radio, service station, and salesmanship.

Pupils all meet together under the supervision of the teacher who assigns the work, checks upon the progress the pupil is making, and administers the final test. Each year the pupils engaged in correspondence study have been notable for their close attention to the work. Many of them have expressed the feeling that one of the principal values of the work is the training that it gives them in independent study. A recent check on those whom they have made definite use of this information.—H. G. SPALDING, *Principal*.

**Northport, New York.**—High School. The non-regents curriculum is celebrating its sixth birthday this year. The pupils of the school accept it as if it were much older than it is. The purpose of the non-regents curriculum is to provide four years of high-school training for that group of boys and girls for whom the regents classes present serious difficulties and who would probably not be in school if there were ready employment. It is



desired that the non-regents graduates will be useful, co-operative workers; conscientious, intelligent citizens; happy, contented people.

During the first five years of its existence, the non-regents curriculum consisted of a separated program of classes for slow-learning pupils. Although they studied English, mathematics, science, history, and some of the other subjects that occur in the traditional curriculum, those subjects were vastly changed in subject matter from the classes for the regents pupils.

In the ninth year, English and social studies are being taught as one subject, and science and mathematics are being taught as one. The two teachers of these classes co-operate with each other, so that there is almost a complete integration of all four subjects. Art is frequently introduced in both divisions. It has not yet been decided, but it is expected that integration will be carried to the tenth grade this year and to the eleventh and twelfth grades in the two following years so that there will be a four-year integrated plan.—C. J. MILLER, *Principal*.

**Oakland, California.**—High Schools. The needs of non-academic pupils are met by offering a special curriculum which features two periods daily for personal planning. The course includes: How to get a suitable and desirable job in the local community; how to budget a beginning salary most effectively; how, as an adult, to adjust one's use of time; and how to plan for the establishment of a home and family. To make this course more effective, a series of films have been developed. The present titles available are: "How to Hunt a Job," "Twenty-four Jobs," "Candy and People Who Make It." More films are in the process of preparation.—E. W. JACOBSEN, *Superintendent*.

**Oakland, California.**—University High School. A course in leisure-time activities introduces the pupil to various games, hobbies, and interest, which have value to him now and may be a resource for adulthood. Bridge, badminton, photography, and gardening are some of the activities about which they learn.—G. A. RICE, *Principal*.

**Park Ridge, Illinois.**—Maine Township High School. In order to meet the needs of the 60 per cent or more who do not go to college, a three-year industrial arts course has been set up. Each year's course is composed of five eight-week units. Each unit is taught by a different teacher. From a large list of more than fifteen units the boy can select his five units each year. A five-unit, eight-week course in home economics is provided for the girls on the same basis. It is not the aim to turn out skilled workers, but it is the belief of the school that ability to work with the hands and a knowledge of industrial affairs has an important place in the general all-round training of high-school boys. In three years' time over 75 per cent of the student body are now taking these elective units. In many instances, pupils have been self-directed out of misfit, disagreeable fields into areas that encourage and train their natural bents.—T. R. FOULKES, *Superintendent*.

**Pasadena, California.**—Wilson Junior High School. The success of the gardening and school beautification project for non-academic boys sug-

gested a new program for girls. A bungalow was assigned to the two groups. Certain needed alterations were initiated and executed by the boys, with the girls working on the renovation of the interior. In addition simple landscaping has interested the boys. Remaking of clothing, social practices, and personal attractiveness have transformed the girls' attitudes.

The academic knowledges and skills are part of the program only if there is interest in such attainment to succeed in a given project. The primary aim is that of changing attitudes and providing media whereby young people may feel success or personal worth-whileness.—GLENN L. LEMBKE, *Secondary Curriculum Co-ordinator*.

**Philadelphia, Pennsylvania.**—Public Junior High Schools. The junior-high schools of the city have been working on the development of a Pre-vocational Course. The course is being developed for those junior-high-school pupils who have been unable to profit by the regular courses. A tentative detailed analysis of this course or curriculum is contained in the more than one hundred pages of mimeographed material. While much of the material deals with the factual and informational content, it is simply stated. It is practical and useful. Much of the curriculum's success depends upon the tact, ingenuity, and resourcefulness of the teachers. In grades seven, eight, and nine the course includes one period daily devoted to each of the following: problems of living in relation to school, home, community, and industry; health and physical education; art, literature and music; English; and ten periods weekly to mechanic arts for boys and home economics for girls. Included in this latter, the boys get one double period of Foods for three semesters and the girls the same time in mechanic arts.

With the same idea in view, the senior-high schools of the city are moving ahead to meet the needs of the youth who are in the so-called non-academic groups. This curriculum is known as The Achievement Curriculum.—E. W. ADAMS, *Associate Superintendent*.

**Philadelphia, Pennsylvania.**—Bok Vocational School. A course in optical mechanics, which involves the making and adjustment of lenses for eye glasses, has been set up. It was established with the help of the local Optical Guild. One third of the necessary equipment for teaching the trade on a vocational basis, set up by an advisory committee of school men and lay people, has been installed. Another third was installed during the past summer. It is expected that the final third of the equipment will be installed some time this year.

Two evening trade extension classes of men already engaged in various phases of the optical business meet three nights per week. One class receives instruction in the mathematics and science of the optical trade. The other class receives instruction in the optical shop in edging, drilling, formula writing, neutralization, transposition, marking ophthalmic lenses, and the use of the simpler hand tools and instruments of the trade. This work will be expanded as the balance of the equipment arrives.—EDWARD M. FEE, *Assistant Principal*.

**Philadelphia, Pennsylvania.**—Gillespie Junior High School. A special course for non-academic pupils has been developed for grades seven, eight, and nine. The program for each year includes five subjects, each meeting

daily. They are Problems of Living, Art, Music, and Literature Appreciations; English, with emphasis on diagnosis and remedial instruction; Physical Education; and Practical Arts. The first four meet one period daily, while the Practical Arts is held one double period daily. This constitutes the entire program of the pupils for three years. Of course, clubs and assemblies are an important part of the pupil's school life. As a result of this curriculum pupils have been retained beyond the compulsory school age, seventeen years; great improvement in personality has been noted; socially acceptable habits and attitudes have been developed; and attendance at school has been more regular.—GERTRUDE NOAR, *Principal*.

**Philadelphia, Pennsylvania.**—William Penn High School for Girls. The school has had considerable experience with orthogenic backward pupils but it does not feel that much of the work has been very satisfactory. A special program which includes some work in home economics, both cooking and sewing, some elementary clerical practice and personal accounts, and typing, in addition to American history and general science, mathematical drill, and English, has been given to a segregated group.

During the school year 1939-40, experimenting was continued. For the pupils of this group who have been in the school before, an English class was conducted. In addition, they were permitted to elect from among the regular offerings of the school those subjects in which they were interested. They were placed in the slow sections. The teachers try to have them get as much as possible from this work, even though they do not accomplish the full quota. These pupils receive a certificate upon completion of the work.

For those who are entering this term, eight periods of work with one teacher are being planned. This includes English, social relations—youth problems, and health education. In addition to helping them to make some satisfactory adjustment, this teacher, who was selected because of her ability to get along with this type of pupil, gives them some additional guidance.—AMANDA STREEPER, 2nd., *Principal*.

**Seattle, Washington.**—Broadway High School. A group of sixty freshmen and sophomore failures was selected to take a special course for a double period each day. Eight units of work in history were prepared, relating present developments with the past. An English syllabus of eighteen units was organized on a functional basis, in which attention was given to grammar, spelling, punctuation, and sentence structure. Field trips were made. Often the work of the two subject classes is interrelated. The group was formed in a committee of the whole, with a chairman in charge. Discussion and planning constitute the major part of the classroom work. Five different texts are available in sufficient number for the use of the class. Other materials are brought in. The teacher makes a careful case study of each pupil. The importance of forming good study habits is stressed. The whole philosophy back of this course is that when a pupil finds that he can succeed, his whole attitude improves, and as a result his work is improved. While this group is segregated, there is a careful build-up concerning the class, so that no stigma attaches itself to the pupils enrolled. The school

has found that many of the disciplinary problems disappeared and that the grade average improved with these remedial education classes.—ROY C. HALL, *Principal*.

**Seattle, Washington.**—West Seattle High School. One hundred fifty failing pupils out of eighteen hundred are offered special courses. These are not dilutions of existing courses but courses developed specifically to meet the needs, interests, and abilities of the group, and designed to take them where they are and advance them. A two-hour integration of English and history or English and science is provided through the Social Living course. Household Arts is a two-hour course dealing with the problems of the home. Wood Construction and Electrical Construction are each two-hour courses dealing with simple repair and construction about the house. Art of Living is a one-hour study of art as applied to the personal affairs of the pupil. Practical Business is another two-hour course related to those business practices encountered by the average citizen in his everyday life.

After six years of experimentation, the school finds that the double periods tend to have a good effect upon the emotional balance of the pupil. Teachers are selected who are especially fitted to deal calmly and patiently with unbalanced personalities. The problems of attendance and discipline have been greatly reduced. The development of effective habits of study becomes the chief concern of each pupil and his teacher. For those badly in need of aid, an individual study period is provided. Not more than twenty pupils are assigned to a section. Assignment to this period is elastic, depending upon the pupil's progress.—H. R. FULTON, *Principal*.

**Upper Darby, Pennsylvania.**—Senior High School. A course in biology for the non-academic pupil is offered each year. These pupils differ from their associates chiefly in that they are not planning to go to college. The median I. Q. for one hundred forty of these pupils last year was 102.6; that of the entire school is about 105. The problem is that of broadening the course and of making it more practical than the college-preparatory. It is argued that there is no need for a material lowering of standards of achievement.

Eleven major units have been developed. These units are life, heredity, environment, micro-organisms, plants, insects, higher animals, man, foods, farm animals, and death. The greater part of the text materials has been prepared by the teacher. Later it is planned to place this material in published form into the hands of the pupils. The choice of materials for this work has been determined chiefly by the criterion: what does the man in the street need to know about biology?—C. G. REMLEY, *Teacher*.

**Upper Darby, Pennsylvania.**—Haverford Township High School. A one-semester course in geography has been developed primarily for non-academic pupils. The course has a dual aim—to acquaint the pupil with man's relation to the earth and how the earth has affected man's life upon it, and to train the pupil to think geographically. The course at present consists of six units: Pennsylvania, its people and progress; physical geography of the world—topography, geology, climate; the mineral wealth of the world; world agriculture; the United States; and South America—Pan-American relations. The course may eventually be extended to two semes-

ters, in which case Europe, the Orient, and world-trade relations would be included.

There is a minimum of lecture, recitation, and reference reading in the academic sense. Supplementary teaching devices include motion pictures; well-planned, interesting bulletin boards; the use of the library; use of geographic magazines and pictures; preparation of exhibits; map making and study; mimeographed guide and instruction sheets; notebooks; and excursions.—OSCAR GRANGER, *Principal and State Co-ordinator*.

**Yonkers, New York.**—High School. A social civic curriculum has been designed for pupils who, for various reasons, are not interested in the usual academic courses. It is the desire of the school to make the courses of the greatest possible value for those pupils who will not go to higher educational institutions. All are in the experimental stage. They are elastic in every way, in order that the changing needs of the pupils may be met as nearly as possible.

At present the following courses have been developed: English, tenth, eleventh, and twelfth years; tenth-year business and social usage; tenth-year social studies; eleventh-year consumer economics; eleventh-year community survey; twelfth-year American history; tenth-year practical mathematics; eleventh-year social finance; tenth-year general science; eleventh-year practical physics and chemistry; twelfth-year senior science; speed writing.

In addition these pupils study sociology, economics, public speaking, dramatics, modern poetry, typing, mechanical drawing, art and music courses, and may if they desire and are able to carry the work satisfactorily enter any other subject offered in the school.—FRANK L. BAKER, *Principal*.

## 12. Co-operation With Out-of-School Agencies

**Albuquerque, New Mexico.**—High School. Since the aviation industry is a fast-growing and highly specialized field requiring the services of skilled mechanics and technically trained men in over forty specialized occupations, a special three-year training course in aeronautics has been developed. This includes basic courses in aviation ground training and allied sciences. The co-operation of the local airport officials has been secured whereby a limited amount of practical training and experience is obtained at the field.—GLEN O. REAM, *Principal*.

**Batavia, Illinois.**—High School. Non-academic boys, after taking preliminary training under the instruction of the teacher in charge of the building trades course, are allowed to work as apprentices in various shops and factories in the town. The employer accepts responsibility of reporting the pupils' progress to the school. In a few instances, a small wage is paid. As a result, many of these boys are employed at their jobs after graduation. Non-academic girls take home economics.—A. C. WILLIS, *Principal*.

**Bath, Maine.**—Morse High School. Course extension work with local industrial plants is designed to give pupils an opportunity to explore and secure some actual experience in the various departments of the local industries, as well as to give the foremen and other officials a chance to judge

on their abilities as possible future employees. The two industrial plants in the community have need for considerable specialized work. They are anxious to locate young men who show special aptitudes. Results over a period of four years have proved very worth while, both from the standpoint of pupils and plant officials. About 30 per cent of the junior and senior boys take advantage of this experience.—H. P. HERRICK, *Principal*.

**Brentwood, Missouri.**—High School. The school has a program for training in the vocational field which permits the pupil to be apprenticed by industry at the same time he is completing his high-school training. This work is carried on under the supervision of a school co-ordinator who must approve the work that the pupil is doing on the outside for school credit. The plan allows for a diversified type of training that no one school could attempt to provide in any other manner. An attempt is also made to follow up the graduates and aid them in securing employment.—W. L. EVANS, *Principal*.

**Cedar City, Utah.**—Branch Agricultural Junior College. Each year the building trades classes build a modern house. Under the guidance of their instructors they study all major phases of building. Each year plans and specifications for the house are drawn up by them. They secure the cost of materials, purchase the materials, and do all the actual construction work of the house.

Together with their related classwork, they spend five hours daily on the project each year. When the house is completed, it is open for the inspection of the public. At the close of the school term, it is sold at public auction to defray the expenses of the course.—C. B. COOLEY, *Head, Industrial Arts Department*.

**Chambersburg, Pennsylvania.**—High School. The Y clubs co-operate with the Red Cross and hospital drives, Memorial and Armistice Day celebrations, tag days, the tuberculosis society, charity organizations, and programs for the Rotary club. Science classes visit and study the town's industrial plants. The vocational department's part-time program with industry provides life experience within the community for the pupil and one phase of school-community co-operation. The commercial pupils work a few hours daily in offices for experience.—FRANK FAUST, *Principal*.

**Champaign, Illinois.**—Senior High School. The boys of the industrial department, together with their teachers during the past three years, have built one house annually. Each project represented the combined efforts of many school classes and organizations, such as the building trades council, the builders league, the central and the crafts apprenticeship committees, and individuals in the community. During the second semester, a competition was held among the pupils of the architectural drawing class to select a design for a house to be built the next year. Entrants were given nine weeks to design a house, prepare competition drawings, and build a scale model of the design submitted. The three best drawings and models were then selected by a jury of local architects. From these, the



Board of Education selected the one to be built. The architectural drawing class made blue prints of the plan finally chosen.

A system of community co-operation is being developed, in which a committee composed of school men, employers, and employees give counsel to the school regarding vocational courses both as to the type of courses and content.—C. W. ALLISON, *Principal*.

**Claremont, New Hampshire.**—Stevens High School. Street traffic patrols were organized in the high school in co-operation with the local automobile association, the local police department, and the state motor vehicle department. After the patrol was functioning smoothly at the high school, units were organized by the high school at all the public elementary schools and the local parochial school. This expansion program added six groups to the senior-high patrol. Monthly meetings of all patrol members are held at the municipal court room, with interesting programs of movies and short talks. Public officials, citizens, and pupils have co-operated with this movement.—S. D. DOODY, *Headmaster*.

**Derry Village, New Hampshire.**—Pinkerton Academy. In an effort to make the agriculture course more practical, the school purchased a seventy-two acre farm of field, pasture, and woodland. This now serves as the laboratory of the school. Here pupils encounter the actual problems involved in planning and operating a farm. Since many of the pupils come from the village, this farm provides a place for them to conduct their projects. Practically all work on the farm has been done by the pupils during regular class time. Those pupils taking agriculture and living on a farm still conduct their home projects.—J. H. BELL, *Principal*.

**Dowagiac, Michigan.**—High School. Pupils are recruited from employable girls and boys within the student body as well as out-of-school youth for a course in tourist and resort business training. Accommodations are found at one of the resorts near Dowagiac for these people to live. Appropriate training is provided, and the pupils practice what they learn in the resort. They take turns cooking, preparing salads, setting tables, and waiting tables. A number of resort owners offer their assistance in the course and cooperate by visiting the resort, talking to the pupils about the ethics of the trade, and demands made upon employees within the resorts.

One of the important fields of study concerns points of interest throughout the state so that resort employees are well-informed on points of Michigan geography and history and are able to direct tourists to points of interest. The expense of this is shared by the N.Y.A. and the Dowagiac schools. Each girl or boy enrolled in the school is placed on N.Y.A. Board and room were paid on a basis similar to the arrangements made at the various N.Y.A. schools for vocational education over the country. At the end of the six-week school term, the resort owners co-operate with the directors of the school to give placement service.—MILTON KROTH, *Principal*.

**Fort Scott, Kansas.**—High School. About thirty pupils each year work part time in various offices in the town. A school committee is placed in charge of this program. Interest has increased to such an extent that

the school plans to have a teacher give part-time supervision to the program in 1940-41. About seventy pupils will be involved.—W. S. DAVISON, *Principal*.

**Fort Smith, Arkansas**—Senior High School. A co-operative training program has been established for boys and girls sixteen years of age and over who are entering the eleventh grade and who want a job after they have completed school. The plan provides training on a real job under actual working conditions in some local business for half of each school day. The other half is spent in school with two periods a day of instruction related to his or her occupation. The trainee receives one high-school credit for each semester of the two years training for the work in addition to the credits earned in the half-day spent in the school building. Pupils are paid by the employer for the half day.—ELMER COOK, *Principal*.

**Grand Rapids, Michigan**.—Godwin Heights High School. Clerical apprenticeships during rush periods have been secured by the commercial department of the school. Many local offices, such as real estate companies, community chest drives, anti-T. B., Boy Scout, and professional offices have made it possible for pupils to secure educative experiences under actual working conditions. Field trips are frequently made by classes. A history class is writing the history and development of Grand Rapids. The journalism class visits and interviews people in the business and professional world. Pupils give talks before adult groups for community agencies. The guidance department co-operates with the more than forty community agencies. These are examples of instances whereby pupils gain experience through contact with adult groups.—G. IRENE SAUR, *Principal*.

**Greenwich, Connecticut**.—High School. The school operates a student store within the building as a laboratory project in the commercial department. The store is equipped with the latest store furniture, such as adjustable and movable shelving, counters, show cases, a sales machine, an electric cash register, an electric fee mill, a refrigerator, electric scales and display equipment—all loaned by national concerns. Local merchants furnish the merchandise which is sold at regular retail prices. In turn, all the profits made in the store go to these merchants.

The store functions as different types of stores during the various seasons of the year. For example, at one time it is run as a department store, with a boys' and girls' clothing department, a sporting goods department, and a cosmetics department. During the Christmas season, a gift department is added. In January, February, and March it is changed into a grocery store, and in April and June into a sportswear store.—G. E. SHATTUCK, *Principal*.

**Lampeter, Pennsylvania**.—West Lampeter High School. For more than fifteen years, the school in co-operation with the people of the community has conducted a three-day community fair. It is free to the public, featuring agricultural and other educational exhibits and entertainment. It has grown to such an extent that there are now over two thousand agricultural commercial exhibits requiring in addition to the school building twenty-seven thousand square feet of tent space. More than twenty-five

thousand people attend the affair each year. The project provides for the pupils an excellent opportunity for participation with adults in a community-wide project. It serves not only as a means to unite the community with the school and as a project for community advancement but also as an incentive and inspiration to the pupils in their regular classroom work during the year.—G. I. DIETRICK, *Supervising Principal*.

**La Porte, Indiana.**—High School. The Civic Improvement League is a committee composed of students, faculty members, chamber of commerce, fire department and street department. This group plans, directs, and conducts the annual Fire Prevention Week and Clean Up Week activities of the city.—JOHN FRENCH, *Principal*.

**Los Angeles, California.**—Public Schools. Under the new program, Los Angeles City Schools will recognize a number of acceptable school credits earned in out-of-school learning. Such credits are earned in religious training, church work, Sunday school, religious group participation, activity leadership, and experiences which have direct bearing on character development and the gratification of spiritual yearnings. Civic participation, leadership of groups, organization of recreational activities, co-operation with playground leaders, teachers, and coaches, are likewise recognized. Earning relationships and responsibilities, out-of-school expression of creative talent and ability, and home activities similarly count as achievements in the new educational objectives.—VIERLING KERSEY, *Superintendent*.

**Louisville, Kentucky.**—Atherton High School for Girls. An orientation course in social service which is sponsored by the Volunteers Bureau of the local community chest is given to 11-B pupils who desire to qualify as social service volunteers in 11-A and the twelfth grade. No one is placed for service who has not taken the qualifying course, and received the certificate for satisfactory completion of it. Toward the close of each semester, a social service luncheon is arranged, to which all the volunteers and members of the orientation class are invited. The advisory committee of the volunteers bureau, of which the principal is a member, plans a tea each spring, to which all social service workers of the city are invited. High-school girls attend this in large numbers. Here again is given interesting information concerning social work in the city and the part of the volunteer worker in it.—EMMA J. WOERNER, *Principal*.

**Manassas, Virginia.**—Regional Industrial High School. To maintain a working relationship with the patrons and communities at all times, advisory councils have been formed. A separate council is organized and associated with each of the following divisions of instruction: home economics, agriculture, and building construction. Besides, a general advisory council is associated with the administration. The duty of these councils is to assist in integrating the work of the school and the communities of the area. On each of the four councils there are two representatives for each of the counties participating in the regional setup. It is planned that no community or section of a county be without representation on one of the four councils.—W. H. BARNES, *Principal*.

**Montclair, New Jersey.**—High School. A committee of twelve pupils report school news to the local newspaper. Training to write in a style acceptable to the newspaper is given by the school. Special opportunities have been afforded some of the pupils through their school publicity work. One boy had luncheon with Alan Devoe, naturalist, in New York, and saw the account of the interview printed. One girl had something printed on the school page of a newspaper every Saturday. One pupil interviewed a special feature writer, and later wrote a short feature story, selling it to the *New York Sunday Herald Tribune*. She has received a scholarship in journalism to Northwestern University.—H. A. FERGUSON, *Principal*.

**Philadelphia, Pennsylvania.**—Germantown Friends School. The high-school pupils raise money to finance the operation of a summer play school in the back yard of the Germantown Settlement. They not only plan the activities for the poor children in their neighborhood but also give of their time in teaching and supervising these educational and recreational activities.—STANLEY YARNALL, *Headmaster*.

**Philadelphia, Pennsylvania.**—Murrell Dobbins Vocational School. A three-year course in foods merchandising is offered to those who have completed the ninth grade, who have good health, good physique, personality suitable for food merchandising, and who qualify through an aptitude test. The pupils in the course operate a well-equipped foods store in the school. They assist in buying meats, groceries, and produce, preparing them for sale, and selling them to the custodial force and faculty. Half of their school time is assigned to the theory and practice of the merchandising of foods, and half to related and general subjects.

The third year, attention is given to co-operative part-time store practice. Pupils are placed in part-time positions in meat and grocery stores where they obtain work experience at a wage comparable to that of regular beginning employees. This practice in actual retail store operation alternates with school periods in which the pupils study the policies, systems, and problems of store work.—J. N. BAKER, *Principal*.

**Philadelphia, Pennsylvania.**—School District No. 6. The Germantown Community Council, organized in 1933, is composed of representatives from many community organizations, including private and public schools. Matters of vital importance to the schools, such as the need for a new school building to displace an old one, an emergency caused by a deficit in school finances, cleaner street campaign, Christmas giving to the poor, and support for a new city charter have been worked out co-operatively. Through this council, thousands of school children have been made conscious of community needs and have within their own groups set up machinery for co-operation with the adults, thus laying the foundation for future civic responsibility. Boys and girls with a knowledge of the local social conditions will undoubtedly use this information later to the advantage of the city. The habit of facing problems to find a solution will no doubt develop good citizenship attitudes which will in time mean a better city.—C. W. ARETZ, *Superintendent*.

**Pittsburgh, Pennsylvania.**—Henry Clay Frick School. Through the co-operation of local merchants, the Pittsburgh Public Schools have offered a postgraduate co-operative part-time course in salesmanship. Eleven representatives of nine merchandising establishments met with the schools to discuss plans for this educational program during the school year of 1939-1940, in the training department of one of the stores.

As a result of the meeting and of several conferences, plans for conducting a co-operative part-time course in salesmanship were formulated. The entire training program extended over a ten-month period and included thirty-two weeks of class work. The schedule was arranged so that the stores were able to employ the students full-time during the Christmas, Easter, and late spring shopping seasons.

A full-time teacher-co-ordinator has charge of the class. About once a week a store owner or other executive meets with the class to discuss a phase of store operation with which he is particularly familiar. The method of instruction varies according to the subject matter being taught. The scholastic work of each student is evaluated at frequent intervals and at the end of each term a summary of the record is forwarded to the individual's family and employer. A certificate is awarded at the end of the year to each individual who has successfully completed the course of study.

—G. W. WHITNEY, *Associate Superintendent*.

**Rock Island, Illinois.**—Senior High School. The office practice class for senior commercials, composed of about sixty pupils, works on a co-operative training plan. Local businessmen take these pupils into their offices one-half day for two weeks. The pupils work either in the morning or the afternoon, as best suits the businessmen, without pay. Before they are sent out to work, office technique, personal appearance, manners, personality, and courtesy are discussed. They are taught how to approach the employer when reporting for work. In their work they become acquainted with office routine under real situations. The results of this experience pleased both pupils and businessmen.—O. B. WRIGHT, *Principal*.

**Saginaw, Michigan.**—High School. In co-operation with the American Legion, pupils from the high school took over the city offices for a day. Realizing that this group wanted to do something to improve citizenship, the civics teachers worked on the idea, and concluded that just to send eight pupils to the City Hall for a day would not produce much citizenship as far as the senior class was concerned. Therefore, it was decided to make this a privilege which required an educational process before it could be achieved.

Pupils in all the civics classes were required to study the city government and especially the duties of the eighteen administrative offices which were to be taken over by them. The student council and some teachers, carefully analyzed the applications, selecting representatives for the administrative offices for the day. These pupils were excused for the forenoon and reported to the proper city official and remained with him for the balance of the morning. At noon these temporary student officers went



to dinner with the city officials at a hotel, where pupils from the other high school met with them. These pupils took over the offices in the afternoon.

After these pupils had made the personal contact in this way, they reported to their civics classes. This gives an additional interest to the study of civics. It was felt that this experience stimulated much more interest in city government than any other method used in connection with the study of civics.—S. H. LYTTLE, *Principal*.

**Sussex, New Jersey.**—High School. Small farm programs are developed gradually as the boys advance in high school. The kind of project to be started on a particular farm is carefully considered, so that it goes along with the type of work on the home farm.

Parents are very co-operative when they are acquainted with the true purposes of farm projects. Individual ownership helps keep the pupils interested. They are likely to give more attention to the success of the project if they have money and time invested. Thus boys engage in out-of-school enterprises which become real educative experiences.—W. W. EISTER, *Principal*.

**Upper Darby, Pennsylvania.**—Senior High School. Wherever possible, use of community agencies for educational purposes is made. The school co-operates with and utilizes the adult school, the community recreation association and its step-child the boys' club, the vocational guidance conferences, and associations of parents of senior high school students—the fathers' association, the mothers' discussion group, and the band mothers' association.—J. H. TYSON, *Principal*.

**Washington, D. C.**—Roosevelt High School. A branch of one of the leading banks of the city functions within the school. It is run by pupils under the direction of a teacher. The commercial department uses it as a means of providing practical experience for pupils in this type of work.—MAY P. BRADSHAW, *Principal*.

**Williston, North Dakota.**—City Schools. Many pupils live fifty or more miles from the nearest high school. Because of this, as well as a lack of interest in high-school work, many boys discontinue school attendance at the end of the eighth grade. The school district became interested in these boys. Through the co-operation of the school districts in the five counties in this area, the W.P.A., the Department of Agriculture, the Vocational Bureau of the U. S. Office of Education, the State Department of Public Instruction, and the N.Y.A., vacant state buildings were utilized for a project of educating thirty of these boys in vocational agriculture. Pupils lived at the school. Half of the school day was devoted to work and the other half to related subjects in the school. The program consisted of courses in vocational agriculture, citizenship training, elementary oral and written English, and elementary arithmetic and elementary economics. The project included eighty hours of work on the school farm each month. For this they were paid at the rate of thirty-four cents an hour. With this they were able to pay for their board and lodging, and provide for medical, dental and hospital care, and have about eight dollars a month for personal expenses.—J. N. URNESS, *Superintendent*.



# Experiences With the Curriculum

## CONTRIBUTING SCHOOLS

### 13. Independence of College Requirements

Altoona, Pa., Senior High School	Garden City, N. Y., High School
Azusa, Calif., Citrus Union H. S.	Jamesburg, N. J., High School
Canton, N. C., Springdale School	Long Beach, Calif., Jordan Sr. H. S.
Cleveland, Ohio, West Tech. H. S.	Lookout, W. Va., Nuttall H. S.
Ellerbe, N. C., High School	Meridian, Miss., Junior College
Frankfort, Ind., High School	Montclair, N. J., High School

### 14. Fused Courses

Adrian, Mich., Siena Heights College	Honolulu, Hawaii, McKinley Sr. H. S.
Allegan, Mich., High School	Lawrence, Kan., Junior H. S.
Altoona, Pa., Senior H. S.	Lexington, Ky., Lafayette H. S.
Arcadia, Fla., De Soto Co. Jr.-Sr. H. S.	Los Angeles, Calif., Eagle Rock Jr.-Sr. H. S.
Bennettsville, S. C., High School	Los Angeles, Calif., Junior High Schools
Chanute, Kan., High School	Manassas, Va., Industrial School
Chicago, Ill., Wells H. S.	Mason, Mich., High School
Coalville, Utah, High School	Montclair, N. J., High School
Collegeboro, Ga., Laboratory H. S.	Montevallo, Ala., Jr.-Sr. H. S.
Daytona Beach, Fla., Seabreeze Jr.-Sr. H. S.	Morgantown, W. Va., University H. S.
Des Moines, Iowa, High Schools	New York City, Evander Childs H. S.
Downers Grove, Ill., Community H. S.	New York City, Lincoln School of T. C.
Elkins Park, Pa., Cheltenham Twp. H. S.	Overbrook, Pa., Friends Central School
Eugene, Oregon, High School	Philadelphia, Pa., Germantown Friends School
Evanston, Ill., Township H. S.	Placentia, Calif., Valencia H. S.
Evansville, Ind., High Schools	Seattle, Wash., Franklin H. S.
Gainesville, Fla., Yonge Laboratory School	Washougal, Wash., High School
Garden City, N. Y., Senior H. S.	

### 15. Orientation Courses

Clairton, Pa., Junior-Senior H. S.	Oakland, Calif., University H. S.
Fort Smith, Ark., Senior H. S.	Portland, Ore., Polytechnic H. S.
Grand Rapids, Mich., Union H. S.	San Bernardino, Calif., High School
Honolulu, Hawaii, McKinley H. S.	Sandy, Utah, Junior H. S.
Indianapolis, Ind., Shortridge H. S.	Tracy, Calif., Union H. S.
Litchfield, Minn., High School	West Boylston, Mass., High School
Newton, Mass., High School	

### 16. Adult Education

Amelia, Va., High School	Mansfield, La., High School
Brigham City, Utah, Box Elder Co. Schools	Newton, Mass., High School
Dayton, Ohio, Lincoln Jr. H. S.	New York City, Lincoln School of T. C.
Devils Lake, N. D., Public Schools	Pasadena, Calif., High School
Hampton, Va., Wythe Jr. H. S.	Pitman, N. J., High School
Hershey, Pa., Derry Twp. H. S.	Richford, Vt., High School
Kansas City, Mo., Paseo H. S.	Seaford, Del., Central H. S.
Madison, Wis., University Extension Div.	Shorewood, Wis., Public Schools
	Traverse City, Mich., Vocational H. S.

### 17. Summer Activity Programs

Ferndale, Mich., Lincoln H. S.	Marlette, Mich., Township H. S.
Grand Rapids, Mich., Godwin Heights H. S.	Tarrytown, N. Y., Wash. Irving Schools
La Porte, Ind., High School	Winfield, Kan., Public Schools

### 18. Character Education

Batavia, Ill., High School	Knoxville, Tenn., Senior H. S.
Brentwood, Mo., High School	Lomita, Calif., Narbonne H. S.
Britton, Mich., High School	Oak Park, Ill., Horace Mann School
Burns, Kan., Public Schools	Osborne, Kan., Jr.-Sr. H. S.
Cleveland, Ohio, Hay H. S.	Pittsburgh, Pa., Public High Schools
Hamilton, Ohio, High School	Portland, Ore., H. S. of Commerce
Honolulu, Hawaii, McKinley High School	Seattle, Wash., Public Schools
Jackson, Miss., Enoch Jr. H. S.	

**19. Health Education**

Chambersburg, Pa., High School  
 Cumberland, Md., Co. High Schools  
 Derry Village, N. H., Pinkerton Academy  
 Elmhurst, Ill., York Community H. S.  
 Floral Park, N. Y., Sewanhaka H. S.  
 Grady, N. M., Rural School  
 Grand Rapids, Mich., Godwin Heights H. S.  
 Greeley, Colo., High School  
 Huntington, Long Island, N. Y., H. S.

Madison, Wis., University H. S.  
 Millerton, N. Y., High School  
 Park Ridge, Ill., Maine Twp. H. S.  
 Pasadena, Calif., Junior College  
 Rochester, N. H., Spaulding H. S.  
 Shelby, Mo., Jr.-Sr. H. S.  
 Shorewood, Wis., High School  
 Sunapee, N. H., Central School  
 Washington, Ill., High School

**20. Sex Education**

Grand Rapids, Mich., Godwin Heights H. S.  
 Lansing, Mich., Central H. S.

La Porte, Ind., High School  
 Miami, Fla., High School  
 Philadelphia, Pa., Gillespie Jr. H. S.

**21. Mental Health**

Cumberland, Md., Fort Hill H. S.  
 Detroit, Mich., Southeastern H. S.  
 Floral Park, N. Y., Sewanhaka H. S.  
 Greeley, Colo., Senior H. S.

Kansas City, Mo., Paseo H. S.  
 New York City, Brooklyn, Girls H. S.  
 South Bend, Ind., Central Jr.-Sr. H. S.

**22. Social Usage**

Aberdeen, S. D., Central H. S.  
 Cummings, Calif., Leggett Valley H. S.  
 Flint, Mich., High Schools  
 Greeley, Colo., High School  
 Hamilton, Ohio, High School  
 Long Beach, Calif., Jordan Sr. H. S.  
 Lumberport, W. Va., High School  
 Nashua, N. H., Junior H. S.  
 New York City, Evander Childs H. S.

Ogden, Utah, Weber Co. H. S.  
 Park Ridge, Ill., Maine Twp. H. S.  
 Phoenix, Ariz., Union H. S.  
 Pittsfield, Ill., Community H. S.  
 Seattle, Wash., Queen Anne H. S.  
 Shorewood, Wis., High School  
 Shreveport, La., Fair Park H. S.  
 Wapakoneta, Ohio, Blume H. S.

**23. Personality**

Altoona, Pa., High School  
 Cleveland, Ohio, Hay H. S.  
 Dayton, Ohio, Kiser Jr.-Sr. H. S.  
 Framingham, Mass., High School  
 Gainesville, Fla., Yonge Laboratory School  
 Grosse Pointe, Mich., High School  
 Lansing, Mich., Central H. S.  
 Mount Vernon, N. Y., Voc. and Tech. H. S.

New York City, Brooklyn, Girls H. S.  
 New York City, Metropolitan Voc. H. S.  
 North Troy, Vt., High School  
 Oakland, Calif., University H. S.  
 Rugby, N. D., High School  
 Springfield, Mo., Jarrett Jr. H. S.  
 Toms River, N. J., Dover Twp. H. S.  
 Walpole, Mass., High School

**24. Conversation and Discussion**

Chambersburg, Pa., High School  
 Dundee, Mich., High School  
 Grand Rapids, Mich., Godwin Heights H. S.

Los Angeles, Calif., Junior H. S.  
 New York City, Tilden H. S.  
 Roslyn Heights, N. Y., High School

**25. The Development of Habits of Guided General Reading**

Arcadia, Fla., De Soto H. S.  
 Barton, Md., High School  
 Columbus, Ohio, University H. S.  
 Cumberland, Md., County High Schools  
 Hastings, Mich., High School  
 Highland Park, Mich., Senior H. S.  
 Oakland, Calif., University H. S.  
 Orlando, Fla., Junior H. S.

Park Ridge, Ill., Maine Twp. H. S.  
 Pomeroy, Wash., High School  
 Providence, R. I., Central H. S.  
 Sheboygan, Wis., Central H. S.  
 South Pasadena, Calif., Senior H. S.  
 Trenton, N. J., Central H. S.  
 Weston, W. Va., High School

**26. Art and Music Appreciation**

Burlington, Iowa, High School  
 Chevy Chase, Md., Leland Jr. H. S.  
 Chisholm, Minn., High School  
 Claremont, N. H., Stevens H. S.  
 Colby, Kan., Community H. S.  
 Dubuque, Iowa, Senior H. S.  
 East Grand Rapids, Mich., High School  
 Erie, Pa., Technical H. S.  
 Fullerton, Calif., Union H. S.  
 Harrison, N. Y., High School  
 Keene, N. H., High School  
 Morgantown, W. Va., University H. S.

Muskegon, Mich., High School  
 New York City, Lincoln School of T. C.  
 New York City, Wash. Irving H. S.  
 Orbisonia, Pa., High School  
 Philadelphia, Pa., Catholic High Schools  
 Springville, Utah, High School  
 Upper Darby, Pa., High School  
 Waukegan, Ill., Township H. S.  
 Webster Groves, Mo., High School  
 West Boylston, Mass., Edwards H. S.  
 Winnetka, Ill., New Trier Twp. H. S.  
 Worthington, Minn., High School

### 13. Independence of College Requirements

**Altoona, Pennsylvania.**—Senior High School. A course in practical psychology began as a means to meet the needs expressed by pupils for the consideration of some specific student problems which were psychological and sociological in content. The greatest interest was shown in the field of personality and character; particularly, when it was pointed out that these were not inherited but could be acquired. Another area of real interest was getting along with others. The personal, social, civic, and religious subjects that influence the development and the activity of the individual became the topics of discussion and study. The particular aims here were tolerance, the recognition of the biological truth of individual difference, and the appreciation that society expects each to use his particular ability and not to become anti-social because of some other person's greater fortune. In this area, sex education was considered from the sociological point of view. Another very popular part was the question box. Pupils, from time to time, submitted questions. These were discussed at regular intervals. From this developed actual practice in introductions, discussions on proper dress, table manners, how to ask a girl for a dance, and many other problems of young people. Vocations were also studied, especially such phases as locating job vacancies, writing letters of application, how to interview an employer, and other features valuable in the actual acquiring of a job.—J. N. MADDOCKS, *Principal*.

**Azusa, California.**—Citrus Union High School and Junior College. Students are encouraged not to make definite vocational preparation until the thirteenth and fourteenth years. The philosophy of this school follows closely that of Function IX, "To each, appropriate special training, to all, a broad, general education."—F. S. HAYDEN, *Principal*.

**Canton, North Carolina.**—Springdale School. Recreation and travel provide a part of the educational program of the pupil. Not only do pupils take trips of a week or more to various parts of the United States, such as New York City or New Orleans, to study a particular problem, but opportunity is afforded them during the summer months to engage in foreign study. Usually the pupils live in a youth hostel and make trips to schools, churches, factories, hospitals, art galleries, and operas. The school operates a farm, a school bank, and a school store. Classes are held but differ in that one learns what to do with the pump one is responsible for running, or the house one is planning, or the flower garden one is preparing, the radio one is building, or the photographs one is making. A pupil going to college does special work. While the school is not college preparatory, the view held by the school is that a general program is the best preparation for college. It is planned to develop this school in the near future into a community school.—THOMAS ALEXANDER, *Educational Adviser, Teachers College, Columbia University*.

**Cleveland, Ohio.**—West Technical High School. Previous to the school year 1939-40, all department heads in the high schools of the city had time for supervision. This year the time which these supervisors had

was taken away from them and was allotted to schools set up as curriculum centers for the development of courses of study.

Each high school became the curriculum center for a particular field. This high school is the curriculum center for the social sciences. Here the equivalent of the full time of four teachers is devoted to curriculum work. Another high school is the mathematics curriculum center, another the home economics, another English, another commercial, and two high schools combine for science.—C. C. TUCK, *Principal and State Co-ordinator*.

**Ellerbe, North Carolina.**—High School. The chemistry pupils take up various projects. Amateur photography was chosen by two boys of the class. Through their interest and efforts a dark room was constructed. Wiring and the necessary supplies were paid for from the proceeds of the Ellerbe School Kodak Studio which they operated during chemistry periods and after-school hours.

One year, four students had the opportunity of learning amateur photography by conducting the studio, two using it as a chemistry project the first semester and two others the second semester. The same plan is now being followed each year. The kodak studio is of benefit not only to the pupils and to the school, but also to the community, as it is the only place in the town where kodak finishing is done. A minimum charge is made by the pupils for their services. The profits are used for improving the studio.—R. F. LITTLE, *Principal*.

**Frankfort, Indiana.**—High School. The curriculum consists of an organization of real and vicarious experiences through subjects and student activities selected to meet the interests and needs of high-school boys and girls, including personal development, social integration, and vocational competency. It is arranged in ten courses based upon pupil interests and allied vocational objectives. Each course consists of three parts, a required core of general education, a required core of interest sequences, and electives. The required core of general education consists of those subjects and activities set up by the state and local school as a minimum of fundamentals for all pupils. The required core of interest sequences consists of those subjects and activities designed for the development of major interests and as prerequisites for subsequent training in preparation for vocations growing out of these interests. The electives are those subjects and activities to be selected by pupils to further contribute to general education, appreciation, self-expression, recreation, social integration, and occupational goals.—C. R. YOUNG, *Principal*.

**Garden City, New York.**—High School. A course in crafts and ceramics is required one double period a week for forty weeks of all seventh-grade girls. One in art metal of the same length is required of all girls in the eighth grade. This parallels the industrial arts program required of boys in these two grades. Further application of the principles set forth in these two courses are made in elective courses in grades nine to twelve. The first advanced course includes leathercraft, textile designing, and advanced metalcraft. The second course provides advanced work in ceramics, leather-

craft, art metal and enameling, and additional units, as weaving, knitting, jewelry foundry, and sewing. The third course provides for continuation of the pupils' interests in crafts previously taken as well as a new unit in decorative work, involving cork craft and plastics. The fourth course permits the pupil to plan problems in any of the mediums previously studied. These four advanced courses, for which one unit of credit per year is given, are provided for those pupils who desire to make a more thorough preparation for a teacher-training course in the elementary school, or for other equally compelling reasons.—JOHN COULBOURN, *Principal*.

**Jamesburg, New Jersey.**—High School. The school provides a general arts curriculum with a limited number of required courses for each of the four years. A long list of electives is provided with careful guidance. This curriculum has been set up independent of college requirements in a school of approximately four hundred pupils.—K. C. COULTER, *Principal*.

**Long Beach, California.**—Jordan Senior High School. Twelve senior-high schools in California including Jordan, were freed from the usual college entrance restrictions so that they might bring their practice into harmony with what they conceived to be the best findings of biology, psychology, and sociology as applied to the field of education. The curriculum offerings are both elective and required. In the tenth and eleventh grades, the core course, two hours of social culture and one hour of physical education are required. The remainder are elective. In the twelfth grade, one hour of social problems and one hour of physical education are required core material and the rest are elective.—J. W. WILSON, *Principal*.

**Lookout, West Virginia.**—Nuttall High School. The school, in a rural community where many of the modern home necessities are not found in the homes, became aware of the real service it could provide for its pupils by providing home situations within the school building. As a result, a separate building, consisting of a large home economics laboratory, a living-dining room, a bedroom, and a bathroom, was erected on the school plot. Each room was furnished with modern equipment; that is, those things which the average home in the community could afford to purchase. Herein a course in modern home arts is taught. Since few of the graduates in this school extend their education beyond the twelfth grade, every effort is made to make the course practical, in order that each girl may be more competent to assume home responsibilities.—D. H. PERDUE, *Principal*.

**Meridian, Mississippi.**—Junior College. A curriculum is being developed for a non-college group—a terminal course for pupils in grades eleven to fourteen inclusive in a 6-4-4 system. It is not built on subject matter as such, but on a problem-solving basis, arising out of the needs, desires, and interests of the pupils included. Most of the problems are individual and of a co-operative nature. The faculty includes such persons as a general co-ordinator, a principal, a research adviser, and advisers of English, vocations, homemaking, health, socials, religion, science, and recreation. The schedule is flexible and consists largely of conferences interviews, surveys, forums, lectures, discussions, programs, library works, trips,

special classes, and review classes. At the end of the fourteenth grade the group is graduated with the college preparatory group, with a diploma designated as a certificate in Training for Living, or some similar title.—J. L. McCASKILL, *Principal*.

**Montclair, New Jersey.**—High School. A sophomore English class was set up on somewhat of an experimental basis. With two periods available each day, these pupils have had special opportunities to go to the museum, to visit other classes in the school as an aid in the choice of next year's subjects, and to hear talks by teachers and outsiders on various topics. Each pupil had a ten-week period of using Mondays for a project of his own choice on which he later reported to the group. Model planes, boats, and catapults were made in the shop; a lamp and a dress were made. One girl got a start on typewriting; several read books they had missed. A group worked together to give a scene from *Clarence*, while a smaller group worked on photography within and without the school. A project was carried through on the general subject, war. Through it, the pupils began to see what discussion is, what propaganda is, and that some issues are too big for final decisions.—H. A. FERGUSON, *Principal*.

#### 14. Fused Courses

**Adrian, Michigan.**—Siena Heights College. An art school has been planned with a completely fused program. It is operated rather as an art agency than as a school. A strictly professional attitude and normal working conditions are maintained. Among the fused problems in which the artists of secondary-school age participate are lettering and display service, decorating jobs, glass shop, book bindery, metal crafts, fashion illustration, and housing.—SISTER HELENE, *Principal*.

**Allegan, Michigan.**—High School. All freshmen are required to take a two-hour course called English and Social Science which meets every day, with a five-minute intermission at the end of the first hour. The same teacher is in charge of the class for the two-hour period.

During the first two or three weeks, considerable time is spent in helping the pupils to become acquainted with their new environment. Emphasis in these classes is placed on developing the study of different phases of history, civics, and elementary sociology on the basis of what appears to be of most interest and importance to the class, rather than following a set outline of study.—A. A. KÄECHELE, *Superintendent*.

**Altoona, Pennsylvania.**—Senior High School. An experiment in the core curriculum, with four sections of tenth-grade pupils, a high college group, a vocational, an average and a low group was begun in the fall of 1938. Four teachers, representing social studies, science, home economics, and English spent one period a day for a semester and a summer at the Denver workshop, in planning and preparing the work. Five units of work were planned—orientation, family relationships, consumer problems, communication, and conservation. Each teacher gave the orientation unit to one group of pupils. Then each teacher took one of the remaining four units, and taught it to his group. When this unit was completed, the groups



were transferred to one of the other teachers for his unit. In addition, a daily double period was devoted to everyday problems, and a pupil could elect two or three regular school subjects.—J. N. MADDOCKS, *Principal*.

**Arcadia, Florida.**—DeSoto County Junior-Senior High School. The school philosophy is based on meeting the needs of the individual child, adjusting the school to the child instead of adjusting the child to the school. These needs are determined through the usual methods of surveys, tests, and visits.

The core idea, including grades seven to twelve, is used. The core is defined as the common learning experiences and facts, which are essential to all pupils. English and the social subjects are the two which constitute the core. All pupils are required to take this course. Two periods daily are devoted to the core in all four years. All other classes are only one period in length. All units are based on areas of living which include health, satisfaction of material wants, government, religion, transportation and communication, recreation, worthy use of leisure time, and home.

The general response to the system has been exceptional. The patrons and the pupils are quite enthusiastic. Definite progress has been made toward reaching the aims of the school program. The entire work has been done in co-operation with the other five co-operating schools in the curriculum revision program of the state department and the assistance of the University of Florida curriculum workshop.—R. R. DUGAN, *Principal*.

**Bennettsville, South Carolina.**—High School. At the beginning of the year, the teachers of literature and of history work out co-operatively a series of topics that will serve to interrelate American literature and American history. When the schedule of classes is arranged, American history and American literature are scheduled for consecutive periods so that at regular intervals, usually once a week, the two classes can meet together in the school library for a laboratory class lasting for a double period of one hundred minutes.—C. E. WATTS, JR., *Principal*.

**Chanute, Kansas.**—High School. The tenth-grade social science work is planned and taught by the head of the English department, the head of the speech department, and four social science teachers. The course is worked out in units. These are used in social science and to some extent in the English work of the same pupils. The work is discussed and planned in weekly meetings by the instructors concerned. The plans call for the inclusion of about eighteen fields of interest for the year's work.

Experimental classes are being conducted for the eleventh and twelfth grades. The eleventh grade is on much the same basic lines as the tenth. In the twelfth grade an English teacher and a social science teacher meet together with a class for two hours a day. An effort is being made to work the two departments together, so that they may exchange classes—keep a class in one subject for two hours and finally break down most of the distinctions between subjects that seem to be more apparent than real.—W. W. BASS, *Principal*.

**Chicago, Illinois.**—Wells High School. In 1935-36, the school decided to change from multiple curriculums for its three thousand pupils to that of having core subjects and elective sequences and deferring curriculum choices almost entirely to grades eleven and twelve. The core subjects, in some instances fused, plus elective sequences of fused courses were especially developed for those pupils not going to college and those not electing vocational work. Even in this group, in almost any instance, a pupil if he changed his desire could meet the requirements of the college or vocational curriculums during the eleventh and twelfth years.

The core curriculum was organized around significant social areas in all four years. Definite social areas were determined for each semester: for the 9B, school, home, and the local and metropolitan community; for the 9A, conservation, production and distribution, governmental agencies, and work; 10B, economic consciousness; 10A, social relationships; 11B, intellectual living; 11A, leisure; 12B, vocations; 12A, specialization.—P. R. PIERCE, *Principal*.

**Coalville, Utah.**—High School. The Board of Education has authorized the addition of a thirteenth year to the curriculum of the high school. It is available to pupils or adults who are eighteen years of age, or to those who have graduated from high school. In addition to courses leading to the university, vocations are given equal or greater attention. These courses include agriculture, trades, music, art, speech, dancing, business, and home life education.—C. R. EVANS, *Superintendent and State Coordinator*.

**Collegeboro, Georgia.**—Georgia Teachers College Laboratory High School. Units of work are prepared generally on a six-week basis. Each teacher prepares an overview, as well as an outline, of the probable direction of instruction and types of activities. Interrelationships between subjects and units are set up on the basis of seven areas of experience. The subject of work, the problem itself, and each activity in each unit are carefully considered in relation to meeting and solving these seven persistent problems of life: maintaining physical, mental, and emotional health; earning a living; performing responsibilities of citizenship; developing and conserving material resources; receiving and transmitting ideas and commodities; expressing aesthetic and spiritual impulses; and utilizing education.—L. W. JOHNSON, *Director*.

**Daytona Beach, Florida.**—Seabreeze Junior-Senior High School. The school day is divided between the conventional subject matter curriculum and the functional curriculum. In the conventional subjects, an effort is being made to bring about a correlation within these subjects and with the aims of education as expressed in the progressive philosophy. At the same time a part of the day is devoted to a core curriculum. The program extends through the six years of the high school and includes health, family life, recreation, vocations, and civics. The preparation of materials for the core curriculum is the task of five faculty committees, one for each area.—R. J. LONGSTREET, *Principal*.

**Des Moines, Iowa.**—High Schools. The core curriculum plan has grown out of the thinking and experimenting of the schools. Supervisors and selected teachers worked together in organizing the plans for the development of the course. Two teachers were made responsible for the development of the program for grades ten, eleven, and twelve. It was developed in co-operation with specific groups of pupils. The years following this initiatory program were given over to the refinement of the program. The program is primarily for the college-preparatory group and covers three years of work. The first two years is known as the humanities core. Two consecutive periods of sixty-five minutes daily, with an additional fifteen minutes daily available for guidance and administration, are devoted to the program. The group works together in initiating new units, in giving reports, and in summarizing discussions. Smaller groups are formed for research, discussion, and preparation of reports, for remedial work, and for the development of needed techniques. The senior year the course is known as practical problems of living. It is divided into four units of nine weeks each dealing with personal and family relationships, practical housing and home problems, personal business problem and personal problems in English. Each unit is directed by persons who are specialists in that field.—J. E. STONECIPHER, *Director of Senior-High Schools*.

**Downers Grove, Illinois.**—Community High School. The school has two groups of ninth-grade pupils, about twenty-nine in each group, enrolled in a unified studies program. These pupils enroll for English, general science, social studies, and an elective. Band or chorus also may be included in their program. Physical education is required of all.

An attempt is made to have a heterogeneous group of individuals in each of the two classes that make up the unified studies program. The pupils in this program meet for two hours a day under the direction of one teacher who is responsible for their English and social studies work. For their science work they report for one hour a day to a science laboratory, and are under the direction of a science teacher who correlates his work with that of the English-social studies teacher. The work of these pupils centers around the four areas of school exploration, home exploration, community exploration, and self-exploration. In the unified program no special textbooks are used. Instead, books, pamphlets, and charts which fit in with the program are used. Pupils visit manufacturing concerns and other types of industries as often as possible.—C. W. JOHNSON, *Principal*.

**Elkins Park, Pennsylvania.**—Cheltenham Township High School. An integrating group made up of non-academic tenth-grade pupils meets two hours daily for social studies and English. The classroom has been attractively arranged with flowers, plants, book cases, bulletin boards, pictures, charts. In fact, the pupils look upon it as a pleasant place, spacious, colorful, and adequately equipped with attractive materials. Emphasis is placed upon the growth of the individual rather than upon the accumulation of factual information. Non-academics do re-act to real life situations, and an attempt is being made to supply them with materials that offer a challenge on their own level.

In addition to a mastery of the simpler skills of language and an appreciation of our political heritage as it concerns us today, every effort is made to instill in these pupils ideals of courtesy, cleanliness, honor, and unselfish sharing in order that they may realize their value as members of society.—I. R. KRAYBILL, *Principal*.

**Eugene, Oregon.**—High School. A tenth-grade course in social living combines English, social studies, and guidance and is taught in a two-hour period to all sophomores. The teacher is the counselor of the group for the year. He teaches all phases of the course. Weekly meetings are held by the teachers for the purpose of selecting materials, discussing procedures and exchanging points of view.

Emphasis has been given to the development of democracy as a way of living. The first introduction to this experience comes through these social living groups. The teaching of democracy with all of its implications has had a marked influence on the spirit and morale of the school.—H. B. JOHNSON, *Principal*.

**Evanston, Illinois.**—Township High School. Pupils are given every opportunity to plan their units and activities in their subjects. In the core activities, especially, is their planning most evident. In so doing, every effort is made to have these activities become practical situations to them. For example, one group of girls designed and made suitable summer sports clothes for girls. This project was studied by them through many relationships. When completed the girls wore this sports clothing for a demonstration to the other pupils in the school.—F. L. BACON, *Principal*.

**Evansville, Indiana.**—High Schools. General living, a three-hour ninth-year core course, is taken by all of the ninth-year pupils in the public high schools. The separate courses replaced by the new program inaugurated in September 1939, included English, mathematics, citizenship, science, and everyday business training. The program is conceived as general education, consisting of study of, practice in, and thus training for general citizenship of living, with emphasis upon adjustment to the new school and the exploration of its educational possibilities, as well as emphasis upon community living.

The course goes beyond the formal study of living and draws upon the extra-curricular life of the school as well as upon experiences in the home and the community. Pupil government, for instance, is drawn into the classroom as inseparable to the teaching of school living. The three-hour feature of the course lends itself to community study. Field trips grow out of the classroom work and return to enrich it. It is common for a section of pupils to be gone from the building for a half-day. For the first year the core of the program was woven into these four areas—school living, home living, community living, and occupational living.—HAROLD SPEARS, *Director of Secondary Education*.

**Gainesville, Florida.**—P. K. Yonge Laboratory School, University of Florida. The secondary school, from grades seven through twelve, has developed a series of experiences and problems in living together called the integrated core curriculum. The bases of these experiences and problems in

living together are the personal problems of the boys and girls comprising the groups and consideration of certain persistent major social problems. The latter are considered as nearly as it is possible in a form and manner appropriate to the maturing of the pupils. In the integrated core all of the boys and girls of a certain social age consider these problems together—the rich and the poor, the bright and the dull, the physically weak and the physically strong. In this way a cross-section, more nearly representing a group from life, considers problems of common concern and learns to respect the rights and opinions of all concerned with the problems. Roughly the persistent, major social problems are related to five areas of life: living together, expressing and communicating ideas, producing, distributing, and consuming things, finding a way of life and personal resources.

The organization of instruction is based upon the unit, especially the unit which is characterized by purposes or goals which are real to the boys and girls and by an evolving nature which results from actual and active planning of boys and girls with the teacher. One unit that is perennial, but is as varied and yet as constant as the ever-changing pattern of human relationships, is called "living in our school."—G. B. SIMMONS, *Director*.

**Garden City, New York.**—Senior High School. Four sections of the seventh grade and one of the eighth grade have been assigned for long periods with individual teachers in order to work out phases of integration. One teacher meets one class fourteen periods during the week, integrating social studies, English, and grammar. Another has a group eighteen periods each week, integrating English, reading, grammar, and social studies. A third teacher has one class a double period daily in which she correlates social studies with literature through a special reading course she is working out in co-operation with one of the universities in New York City. All three of these teachers have their classes as home-room groups. A fourth teacher has one group for seventeen periods a week, integrating English, social studies, and arithmetic. She also meets another group thirteen periods a week.—JOHN COULBOURN, *Principal*.

**Honolulu, Hawaii.**—McKinley Senior High School. The core studies program, a fusion of English and social studies, constitutes about two-fifths of the work of each pupil in the school; at the same time it gives direction to the entire program of the school. The core studies constitute ten hours of work a week for thirty-eight weeks, in grades ten, eleven, and twelve. While from general appearance the core studies are a combination of English and social studies, it is rather a real effort to help pupils to learn how to identify, to study, and to do something about their genuine problems, individually and co-operatively, to communicate effectively, to learn to think objectively and scientifically, and to build, each for himself, a progressively more unified and adequate philosophy of life, to develop and to rely upon a method or way of attacking problems, both personal and social, to employ elementary techniques of research and to grow in respect to humanness, tolerance, thoughtfulness, and genuine concern for others.

The physical education program, since it is required five weeks in grade ten, three in grade eleven, and two in grade twelve, can also be



considered as part of the core studies program of the school. In connection with this work, a comprehensive cumulative record system has been devised. Herein is contained a plan and record of the pupil's progress as well as all pertinent information about him.—MILES E. CAREY, *Principal*.

**Lawrence, Kansas.**—Junior High School. The school has been organized with the idea of combining certain features of the platoon type of organization with the traditional departmentalized high-school organization. Many of the gains that have been made by this reorganization are not of the sort which can be readily measured in an objective way. The teaching load has been reduced a great deal, especially in terms of the number of different pupils taught by a single teacher. Children have fewer teachers and remain with each teacher for a longer period of time. This has brought a more personal type of teaching into the school, resulting in improvement at every point of the teacher-pupil-parent relationship. The subject matter in the longer periods is not definitely fused, but each teacher is encouraged to cross traditional subject-matter lines with projects, field trips, and other suitable exercises.—J. E. JACOBS, *Principal*.

**Lexington, Kentucky.**—Lafayette High School. The long period program recognizes that fundamentally the curriculum is the sum total of youths' problems, that these are the problems of life, and that such problems are not limited to stereotyped patterns or confined to compartmentalized areas of knowledge. The plan is organized around persistent problems toward which all activities of the pupils are directed. Materials are drawn by the pupils from various areas of organized knowledge and the work of these areas is brought into simultaneous concentration upon the solution of a single problem. Primarily, the activities of each group of pupils is under the direction of the same teacher throughout each school day. In order to provide more adequately for the needs of the pupils, flexibility of schedule, organization, and content are incorporated as inherent characteristics of the program. Instruction or assistance by helping teachers is provided in all fields and is readily available to all pupils whenever needs arise.

The ideal of including in the regular school day a time when teachers may plan individually and collectively is realized through planning periods provided for each grade participating in the program. It is here in these planning periods that teachers decide upon problems arising within the groups, determine various methods of procedure, develop instruments of evaluation, and consider different means of guidance. Through working co-operatively in these periods, teachers mutually share their individual experiences in such a way that knowledge, appreciation, and respect for the educational endeavors of others are increased. Basically, the program rests upon the planning periods, for the eventual success of the whole plan depends on the amount of time that the teachers are provided to consider their innumerable problems and to invent ingenious solutions.—A. B. CRAWFORD, *Principal and State Co-ordinator*.

**Los Angeles, California.**—Eagle Rock Junior-Senior High School. During the seventh- and eighth-grade cycle the basic course is three hours in length and its activity deals with orientation to local and national en-



vironments. In the ninth and tenth grades, where the group personnel is kept constant through the two years, the basic course is two hours in length. In the eleventh year, the basic course continues to be two hours in length and centers in problems of American life, while in the twelfth year the basic course breaks into one hour of specialized English experience with the grouping determined by tested evidence of English needs and one hour known as senior problems given to study of post-graduation experience. Consumer education, family relations, and community activities are investigated by every pupil.—HELEN BARSON, *Principal*.

**Los Angeles, California.**—Junior High Schools. Social living is a basic double period course required of all pupils throughout grades seven, eight, and nine, in the eighteen junior-high schools of the city. As a unifying and guidance center in the junior-high school core curriculum, it provides for a primary emphasis upon the well-rounded growth and development of every pupil. Educational experiences are planned in terms of value inherent in contributions from social education, language arts, personal problems, literature, fine arts appreciation, and related fields. It is thus more than a correlation of English and social studies, including geography. It represents a type of educational organization which creates a better educational environment in which to help pupils to mature, and to help them as growing personalities to meet more effectively the life problems which they are facing.—HELEN J. RODGERS, *Curriculum Division*.

**Manassas, Virginia.**—The Manassas Industrial School. Social science and language arts are integrated in the ninth year, while mathematics, carpentry, and masonry are integrated in the eighth year for the boys. At the same time, all teachers in the school give attention in all their classes to reading, spelling, and composition. Too, pupils carry on home projects such as home improvement, carpentry, masonry, and poultry farming. Special effort is made to tie up this home training project with the regular academic work in school.—W. H. BARNES, *Principal*.

**Mason, Michigan.**—High School. Each teacher sets up statements of aims and objectives of each of the courses she teaches. These are then organized into categories which cut across subject matter lines. Committee and faculty meetings are then held to determine the meaning of these aims and objectives in each category. These are very often expressed in terms of pupil behavior. These committees work together to list possible leads to improvement enterprises. Following general agreement on the part of the entire faculty, these then become, in a sense, the methods and techniques used in the classroom situation.—C. F. WALCOTT, *Principal*.

**Montclair, New Jersey.**—High School. A special Senior English-history group meets two periods a day. Though exact correlation was impracticable, in general the English readings were selected to broaden the group. They studied the English background of American life, stressing the conditions which brought about the voyages of exploration and the early settlement of America. Literature became history. *Romeo and Juliet*, *Elizabeth the Queen*, by Anderson, gave a picture of the renaissance life. Short stories, plays, and novels of the period, and especially of the present-day, brought discussion.

Art and English have been fused in a special course for juniors hoping to go to college. The class meets for one double period daily. Various types of activities are engaged in, so that pupils actually appreciate that poetry, as well as other types of English, translates itself into designs in line and color. Art becomes a very real part of an English course to these pupils.—H. A. FERGUSON, *Principal*.

**Montevallo, Alabama.**—Junior-Senior High School. This junior-senior high school of twenty teachers, located in a semi-rural community in a town of twenty-five hundred and used as a training school by Alabama College, with the help of the education department of the college, made a study during the past four years of their school program and its direct relation to the community.

Following this four-year survey, an integrated period of three hours, Senior Class only two hours, was set up in each of the six high-school grades in an effort to effect some solution of those problems of the individuals and the community. The teachers were relieved of the requirement of teaching subject matter as such and were encouraged to guide the activities of the children in the light of the revealed needs and in conformity to a co-operatively agreed upon philosophy of nine statements. The purpose of this integrated period is to develop a whole or integrated personality, take care of not only such subject matter as oral and written composition, English, social science, music, art, and free reading, but also to develop such characteristics as dependability, co-operation, clear thinking, social adjustment poise, self-reliance, and work habits.

At the same time, the needs of the pupils are explored and individual programs of study are developed beyond the integrated period for each pupil. Pupils of similar needs are grouped together and teachers are assigned. So far the remainder of the day each pupil is enrolled in such interest groups as he and his guidance teacher believe best fit his individual needs.—W. T. TIDWELL, *Principal*.

**Morgantown, West Virginia.**—University Demonstration High School. One of the most skillful teachers is responsible for the guidance of the activities of two freshman groups for two consecutive hours daily. She and the pupils determine co-operatively the core, central theme, or large comprehensive teaching units that will constitute the major experiences of the pupils in these groups for the year. No label is given to the subject matter which is used in the development and study of their major unit activities. Pupils are free to determine these activities. Their curriculum becomes what may be called an experience curriculum.

In addition, each pupil takes one hour daily of health and physical education and two hours daily in such areas as home economics, general shop, crafts and art, music, mathematics, science, agriculture, and commerce. The activities and experiences of the pupils in these areas originate in their workshop center with the co-ordinating teacher of their two-hour integration period mentioned above. Frequent conferences are held by the teachers in the various subject fields in order to unify the work of the pupil and to give an opportunity for each teacher to understand fully the objectives of

the major unit of teaching and the contributions that they can make in their workshops to the objectives. Observations show that pupils voluntarily find their own needed activities.—G. H. COLEBANK, *Principal*.

**New York City.**—Evander Childs High School. An experimental school was set up as a distinct organization within the larger school. The purpose of the experimental school was to determine the possibility of operating an autonomous school within the framework of a large high-school organization. The school personnel felt that the administration and supervision of large schools could be more effective and could take on the characteristics of small schools by grouping the faculty into definite units around special curriculums. If these schools within a school were granted a large amount of autonomy, it might be that the evils of large organizations would be reduced without sacrificing any of the obvious advantages. Accordingly, the experimental school was in reality a separate organization. Besides having a special bell schedule demanded by the long period experiment, the director controlled his own attendance, had a special attendance officer, conducted his own parents' meetings, supervised all the subjects taught, in addition to departmental supervision, became acquainted with all the pupils of his school and studied their special problems.—HYMEN ALPERN, *Principal*.

**New York City.**—Lincoln School of Teachers College, Columbia University. An integrated course was developed in an attempt to aid pupils to obtain a better understanding of present-day culture—culture used in a sociological sense. What elements of culture that would be of greatest interest to and could best be understood by pupils of this age were first determined. Techniques in teaching and learning were then determined. Any subject-matter field that would provide content for the enrichment of the concepts desired to be developed was used. As a result, the course centered in the social studies and drew in the arts and the humanities. This resulted from putting a philosophy into practice and not from a desire to combine three subjects into one. Through it, the pupil's thinking was oriented around larger themes and not around bits of subject matter in isolation. Common skills functioned more naturally and were practiced more frequently. Organization of content, good sentence structure in written and oral presentation, were always stressed. When work called for graphic presentation, art skills functioned. Through such organization and integration of work, pupils developed better working habits. Through such a course came to the pupil an enrichment of concepts, a stimulation of creative activities, and an economy in learning. Naturally much depends upon the ability of each teacher involved.

In this course, ten periods a week are devoted in each of the eighth and ninth grades, and five periods in the seventh. Integrating courses in the development of western culture are required of all pupils in grades ten, eleven, and twelve. These courses displace the separate courses of English, history, art, science, and music. Each section of approximately twenty-five

pupils has three or four teachers in the classroom simultaneously. Each grade has two sections and the teachers of each grade meet as a group each week to plan their work in detail for the week. Each section meets an entire half-day one day of each week, in order that trips may be readily arranged without conflicting with the program of the balance of the school. On the other days of the week, each course meets two periods daily, making a total of twelve periods each week. This is considered equivalent to half of a normal pupil's program. The remainder of the pupil's program is selected from electives.—LESTER DIX, *Associate Director*.

**Overbrook, Pennsylvania.**—Friends Central School. The work of the senior year was entirely revamped and a fusion course was inaugurated, with emphasis on contemporary affairs. The individual and society is the theme. The heads of the English, history, and nursery school departments are in charge. The senior class is divided into three sections which rotate with the three teachers each five weeks. Periods are one and a half hours in length and are scheduled daily. This twelfth-grade course is known as the enterprise and includes English, history, and psychology.—BARCLAY H. JONES, *Headmaster*.

**Philadelphia, Pennsylvania.**—Germantown Friends School. The eleventh-grade history pupils go to the music, literature, or art room one period each week. Here each teacher discusses with them the music, literature or art of the period of time being studied in the history class.—LUCINDA ILIFF, *Teacher*.

**Placentia, California.**—Valencia High School. The basic program consists of a required double-period course which carries credit in both English and social studies. Social studies units are used as the basis for a functional study of English usage. Co-operation among all departments is secured by having a series of faculty meetings during the first semester, at which each department discusses its aims and objectives and presents every faculty member with a duplicated outline of the year's work. At the end of the series a master chart is made up in the office, indicating content of each course by quarters. Thus, it is possible for any teacher in any department to know what is being covered in other classes and to supplement his own work with pupil or teacher help from other departments. Shop and commerce classes suggest problems for general mathematics; art, music, and history, for basics; and agriculture, for science. This material is also used by the curriculum committee as the basis for suggested revision.—J. B. CROSSLEY, *Principal*.

**Seattle, Washington.**—Franklin High School. Two English and social studies classes have been scheduled as a unit. The materials of study are synchronized in such a way that the one supplements the other. The preparation of materials in one course serves a definite purpose in the other. The experiment, involving approximately seventy pupils, has been started in the freshman year. With parental approval, it is planned to carry the work through other high-school years.—S. P. TRATHEN, *Principal*.

**Washougal, Washington.**—High School. The teachers have been working on a curriculum-improvement program for the past few years. In this effort they have democratically built a philosophy, and through this philosophy they are building a core curriculum. Core themes are being developed and about them all subject matter is built. An interesting change in classroom atmosphere is effected in the ninth-grade core class which has gone challengingly informal, operating in a classroom where davenport, lounging chairs, and other living room furniture have replaced the conventional desks. The success of the venture is due largely to the co-operation within the staff and between the staff and college supervisors.

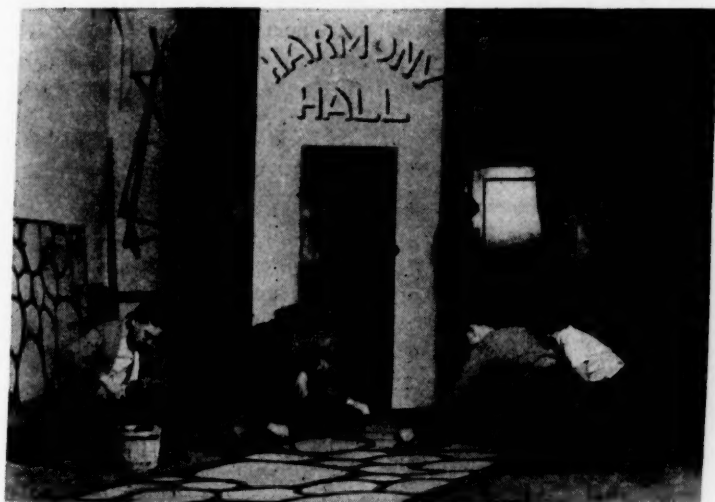
The teacher serves as an inconspicuous guide. The pupils are encouraged to pursue their work and interests unhampered by formal routine. Group research and individual research are considered vital, whether this is conducted in the classroom or outside in the community. When individual errors occur repeatedly, the pupil does individual remedial work. Whenever the same error or weakness occurs regularly among the class, traditional drill work follows. Due to the variety of materials covered there is no question-and-answer recitation.—IVAN NELSON, *Superintendent*.

#### 15. Orientation Courses

**Clairton, Pennsylvania.**—Junior-Senior High School. One hour a week during the seventh year is devoted to a general orientation course to give pupils information and techniques which will help them to be successful in school and in the common social situations of everyday life. Getting acquainted with the physical layout of the school; with the other pupils, and the teachers; with the customs and policies of the school; with the purpose of the school subjects; with the school's organizations, activities, and awards; and with the meaning of the school marks and how teachers estimate these marks—all these consume the first eight or ten weeks. Attention is then given to study habits, the improvement of personality, good manners in everyday life, cultivating hobbies, and finally looking forward to the work of the school years ahead. During the eighth year, the same amount of time is spent as a means of enabling pupils to make wise educational and vocational choices while in school and after leaving school.—ANNA O'TOOLE, *Guidance Counselor*.

**Fort Smith, Arkansas.**—Senior High School. A 93-page booklet on opportunities in the high school was written and was then printed as a student project. The book forms a part of the orientation program for entering sophomores. The chapter headings include school spirit, studies—by departments and subjects,—school regulations and an explanation of the curriculums in the school. This serves as a ready reference in conferences between pupil and teacher.—ELMER COOK, *Principal and State Co-ordinator*.

**Grand Rapids, Michigan.**—Union High School. An orientation course—social relations—is given to the seventh-grade pupils. This is based on school and community citizenship. During the first six weeks,



A Correlated Working Experience  
Building Scenery, Dramatics Department, Benton Harbor, Michigan

pupils ask questions about the school. These are listed and categorically arranged and form the material for informal discussion by pupils and teacher. The second six weeks is devoted to the wise use of leisure time. Pupils make time budgets; they list the things they like to do in their leisure time; they list new things they would like to learn. Some pupils explain these for the others. Three to six weeks is given to practice in good manners and conduct.—CHARLES A. EVEREST, *Principal*.

**Honolulu, Hawaii.**—McKinley Senior High School. Orientation forms a part of the core studies program of the school. In the tenth grade, orientation of the school and the development of the habit of using intelligence in daily affairs is stressed. The purpose of this is to help the pupil understand the possibilities for personal growth which the school offers. A brief orientation period at the beginning of the junior year is given to plan the year's work. In the senior year, orientation to community life, or life after high school, is stressed.

Each incoming pupil is given a booklet concerning the high school. In it the general high-school graduation requirements, as well as the college-entrance requirements of a university and the requirements for particular degrees are discussed. In addition every course offered in the high school is described somewhat in detail as to its prerequisites, homework requirements, number of periods daily, credits earned, and registration fee.—MILES E. CAREY, *Principal and Co-ordinator*.

**Indianapolis, Indiana.**—Shortridge High School. Every 9B pupil is assigned to a conference group of about thirty-five pupils. These groups



meet every other day. Content for discussion consists of a study of the school, the purpose of regulations, curriculum content, and qualities of good citizenship. The main purpose is orientation, educational guidance, and presenting the extra-curricular program. Pupils from the upper classes come to these conferences to discuss the school and extra-curricular activities, in order to get the freshmen to begin early to participate in the affairs of the school.—W. J. GAMBOLD, *Teacher*.

**Litchfield, Minnesota.**—High School. Since two-thirds of the pupils are non-resident, an orientation course was introduced into the ninth grade. The first semester gives attention to problems of personal, social, and educational adjustment, involving the school environment, the home, and the community. The second semester is devoted to a study of occupations. Discussion of guidance problems and what the high school and the rural school can do in integrating guidance practices is held with the rural teacher sending pupils to this high school.—H. L. BETTENDORF, *Principal*.

**Newton, Massachusetts.**—High School. Two class periods a week throughout the year are required of all first-year pupils for a discussion and consideration of all problems that are of importance to their educational and social welfare. For the first six weeks, the school handbook, which is prepared annually by pupils for the new pupils, is the guiding text. Opportunities in the school, customs and policies, activities, and standards of sportsmanship and honesty are considered. Later many other topics are investigated and discussed as learning projects, such as safety, good driving, school legislation, health activities, sports and club programs, library opportunities, occupational trends, and the personal value of a school record.—PAUL E. ELICKER, *Principal*.

**Oakland, California.**—University High School. A course in personal management was introduced as an elective. The aim is to help sixteen and seventeen year old pupils to solve their problems. Pupils were consulted and their choice, together with that of the guiding committee and the teacher, determined the choice of activities. At the end of the first semester two conclusions were reached: that such a course would be given to entering tenth-grade pupils, and that it would be required rather than elective.

In general, this course, though subject to variation in details, now includes orientation in the school, an acquaintance with subject offerings as a basis for counseling throughout the three years, and a consideration of the proper use of time. Discussion is a part of the course, reading of material is another, writing is not neglected, yet the major emphasis is on activity.—G. A. RICE, *Principal*.

**Portland, Oregon.**—Benson Polytechnic School. The orientation course in this school includes ethics, how to study, vocational guidance, and occupations relative to Benson courses, morals, attitudes, school routine, scholarships, athletics, both in high school and in college activities. Spe-

cial time is given to the subject in the ninth grade.—ROBERT M. HAMILL, *Counselor*.

**San Bernardino, California.**—High School. Two phases of the guidance program are an orientation course required of all 10B pupils and individual counseling on the part of seven counselors and the regular classroom teachers. Each counselor has two periods per day to devote to this individual work.

The orientation classes meet daily for one hour for a full semester. During the semester, each pupil makes a three-year registration plan. Changes can be made during the three years. This experience of the school shows that a well-made plan requires few changes. Throughout this course emphasis is placed on developing self-guidance in the pupils.

The orientation department has also prepared a number of bulletins containing information of value to the pupil. One gives a brief description of all clubs in the school, another contains descriptions of the course requirements of thirty-six California colleges and universities.—J. R. KLEIN, *Head of Orientation Department*.

**Sandy, Utah.**—Junior High School. One thirty-minute period each week is devoted largely to orienting the pupils in high school and in their courses of study. In the seventh grade, attention is given to orientation in the high school and parliamentary procedure. In the eighth grade the pupils learn to plan their high-school program, in addition to discussing the home-room and student-council problems. In the ninth grade this is extended to give time to investigations and studies of vocational fields and how to plan the next year's program of work. By the time the pupils enter the tenth grade they are fairly familiar with the various curriculums in the senior-high school and with the fields of work in which they are interested.—G. R. SANDERSON, *Principal*.

**Tracy, California.**—Union High School. One half-hour period daily throughout the year is set aside for a course required of all freshmen called social mechanics. The pupils meet with their advisers and pursue a definitely planned course of study. Regular academic subject credit is given. All pupils must attend on Mondays and Tuesdays. On the other three days of each week, those who have kept up in their work may be excused to take part in other activities. In addition, the advisers meet once each week to discuss the work of this course and to become familiar with what each is doing.

One quarter is devoted mainly to orientation in the school—spelling, safety, manners, and conduct. Here pupils become familiar with the physical plan of the school, its curriculum offerings, its regulations, its history, its guidance program, the library and its use, and the teaching methods in use. In the second quarter, spelling is continued for those in need of further study; word meaning and correct usage are stressed. In the third quarter, manners and conduct receive chief emphasis. Objective tests are frequently

administered for diagnostic and re-teaching purposes. Attitude, willingness to work, and general background of the teachers are considered in selecting advisers for this work. It is planned to work out similar courses for grades ten, eleven, and twelve.—W. W. CROW, *Principal*.

**West Boylston, Massachusetts.**—High School. Guidance is given as a course carrying regular credit. It is flexible and a wide range of subjects, such as personality, personal hygiene, educational and vocational guidance, is included. Interesting speakers talk on as many fields and on as many school subjects as possible. These are given, not merely with vocations in mind, but for general orientation and adjustment of the pupil.—ADDISON B. CRAIG, *Principal*.

## 16. Adult Education

**Amelia, Virginia.**—High School. The faculty gives leadership to the Amelia county discussion group project sponsored by the P. T. A. Meetings are frequently held in homes. Groups are purposely small—from twelve to fifteen persons—so that everyone takes a more active part in the discussions. There are twenty-two centers in which these meetings are held in the county. Last year, six topics were chosen and outlines for each were prepared. The local group select their own topic or use the prepared guides as they desire. A total of 132 meetings were held. The first year each local group bore its own expenses. The next year the school board and the state department of education paid the traveling expenses for the leaders.—ROY HELMS, *Principal*.

**Brigham City, Utah.**—Box Elder County Schools. An adult education program, in co-operation with the U. S. Office of Education, has been organized on a county-wide basis. The organization consists of a large council representing every group or interest in the county, a central sponsoring committee of thirty-five representative people, and an executive committee composed of the chairman of the central sponsoring committee, a parent, the county superintendent of schools, and the co-ordinators of the county program working committees of a temporary nature.

The program centers around home and family living. Parent education groups, joint meetings with parents and teachers, school faculty studies of curriculum materials, courses for both boys and girls and for adults, training of adult leaders in the community, studies of the community agencies, youth problems, and how people over twelve spend their time, are illustrative of the types of activities included in the program.—PHYLLIS K. OWEN, *Co-ordinator*.

**Dayton, Ohio.**—Lincoln Junior High School. The junior-high school, in co-operation with the elementary schools and the P. T. A.'s, sponsored an informal adult school. No fees were charged, no textbooks were bought, and the instructors donated their time. The one-hour periods were held one evening each week for six weeks. Thirty-five classes, thirteen of which were two hours in length, were offered. These included educational and

recreational activities, such as art, beautifying yards, buymanship, child psychology, conservation of fish and game, contract bridge, current economic and social problems, guidance for parents of junior- and senior-high-school pupils into proper courses and jobs, gymnasium classes, home furnishings, news of the week, principles of taxation, reviews of recent books, relation of personality and character, leadership training for women, home nursing, and knitting and crocheting. After two years, the program had to be discontinued, due to local retrenchments.—H. L. BODA, *Principal*.

**Devils Lake, North Dakota.**—Public Schools. For three days during the summer, the school janitors attended school. Here under expert instruction they find out how to care for the school buildings effectively. Such subjects as cleaning, heat control, ventilation, air conditioning, acoustics, floor treatment, fire hazards, water supply, and other items pertaining to the care of the building are discussed and illustrated. Not only does this program result in economies, but also it safeguards the health and lives of pupils and teachers.—F. H. GILLILAND, *Superintendent*.

**Hampton, Virginia.**—George Wythe Junior High School. A program is offered as a means of developing attitudes and co-operativeness among the adults in the community. The classes are limited and they carry an artistic and civic value rather than an educational value. The classes are held one night a week and are taught by the regular faculty members who volunteer their services. Some of the classes are industrial arts, household arts, Spanish, public speaking, chorus work, instrumental music, dancing, physical education, library science, and art. Any subject which is desired by an adult in the community is offered.—ALFRED FORREST, *Principal*.

**Hershey, Pennsylvania.**—Derry Township High School. The social study teachers of the senior-high school and junior college, together with their pupils and lay people, became interested in providing a source of information to the public concerning problems of the state and the local government. As a result, an institute was organized as a part of the adult education program. A series of ten meetings were arranged during the school year 1939-40. Topics such as reorganizing the state government, how a bill becomes a law, the value of legislative research, and financing education in the state, were discussed by an authority in the field. Following the talk, a period was devoted to general discussion. No admission charge was made.—W. B. HENNINGER, *Principal*.

**Kansas City, Missouri.**—Pasco High School. The P. T. A. sponsors a parent education class conducted by faculty members of the Kansas City Teachers College. Meetings are held monthly during the school year. Emphasis is placed on wholesome family relations—the attitude of parents toward their children and their behavior. The school believes this has improved parents' attitude toward the school and parent problems.—B. M. STIGALL, *Principal*.

**Madison, Wisconsin.**—University of Wisconsin Extension Division. The people of Wisconsin have developed a plan through which public

affairs can be discussed by the voters. County-wide institutes are conducted to train a man and woman from each community in the county as leaders. At these institutes they consider the organization and operation of the various units of government and methods of setting up discussion programs in home communities through which these topics can be considered by the general public.

The next step is the development of local discussion groups. These local groups, as for example in Manitowoc County, are so set up as to provide an opportunity for new voters as well as older voters to take part. The third step is for the county to join together on the third Sunday of May in formally welcoming new voters into the electorate. At that time the new voters are administered an oath of citizenship by a leading jurist and are awarded certificates of electorship.—R. C. WILSON, *Forum Counselor*.

**Mansfield, Louisiana.**—High School. The state of Louisiana has a number of folk schools in operation. In a sense, they are not organized as schools, but operate jointly with the public schools and colleges, using their physical facilities and in many instances a part of their personnel. They are sponsored by the state university and are directed by a state officer, who cooperates with a public school or a college.

It is purely a democratic and versatile organization. The plan is to assemble people interested in studying problems of current interest. Specialists or leaders in these problems act as teachers, lecturers, or discussion leaders, serving free of charge. These groups meet for study and demonstrations. Some of the interested groups formed were on government, home-making, agriculture, business, art, health, advertising, publicity, and child care.—L. C. STRICKLAND, *Principal and State Co-ordinator*.

**Newton, Massachusetts.**—Newton High School. For the past several years the Newton School Department, in co-operation with the Health Departments of the city and state, has sponsored a program of *Adult Education About Education*. In the beginning booklets entitled *Guide to Parents of Very Young Children*, *Pre-Primary Classes*, and *Looking Forward to School Entrance*, were issued to parents. From these there developed an evening course in parent education which is now in its fourth year. The speakers who have participated in the forum-style meetings held each year are recognized leaders in the field of education and public health. Their discussions have centered around these themes: "The Pre-School Child," "The Elementary School Child," and, this year, "Understanding the Adolescent." At several meetings, all of which have been free of charges, attendance has exceeded a thousand persons.

During this year, with the central theme "Understanding the Adolescent," four forum meetings, with outstanding authorities as leaders, were held on survey of the problem and seven on an analysis and solution of parental problems of the adolescent.—PAUL E. ELICKER, *Principal*.

**New York City.**—Lincoln School, Teachers College of Columbia University. An extensive activity program is offered in the evening for the



Education Should Never Close

An Adult Education Evening Class in Insurance, Frick School, Pittsburgh, Pennsylvania

parents of pupils in the school. These are largely of the recreational type, including bookbinding, jewelry making, metalwork, furniture making, swimming, physical exercises, games, dancing, French, drama, creative writing and discussion. The groups are professionally directed but are informal in spirit. Through these activities parents discover themselves in terms of desires long laid aside, hobbies temporarily abandoned, talents and urges latent but eager for awakening at a touch.—LESTER DIX, *Associate Director*.

**Pasadena, California.**—High School. A community forum, composed of a series of twenty-four consecutive weekly forum lectures, is available at a cost of only one dollar a person. A series of institutes in special fields of interest are also held each year generally consisting of four lectures, followed by questions and forum discussions. The lectures are delivered by authorities in the field and are free to the public.

An example of the latter was one on safe motherhood, in which the local medical association co-operated. The subjects treated at the four meetings were, in order: pre-natal care, food and the baby, weight control for the mother and child, new means of alleviating pain at childbirth, and modern obstetrics. Beginning with about fifty persons, both husbands and wives, the number grew to more than one hundred. The director mailed announcements to couples who had been married within the past few years. The newspapers gave extensive publicity to the institute.

Another institute dealt with legal matters in which the public was interested. Thus, scores of subjects of vital interest to the public were presented with sufficient comprehensiveness to make them reasonably well-understood by the layman. Indirectly they provided a marvelously potent



means for the promotion of favorable public relations, as well as a most practical service to the people of the community.—J. W. HARBESON, *Principal*.

**Pitman, New Jersey.**—High School. The Board of Education in co-operation with the local women's club and the P. T. A. sponsors an adult education program. An enrollment fee of two dollars covers a one-hour course for nine evenings. Two courses can be selected for one evening, costing the enrollee four dollars for the nine weeks' program. Courses offered include current affairs, applied psychology, speech for women, enjoyment of music, physical recreation courses for men and for women, chorus, dressmaking, and homemaking in the modern manner.—L. A. WALTON, *Principal*.

**Richford, Vermont.**—High School. The agriculture teacher of this small rural high school acts as chairman of a group of farmers of the surrounding area who meet once each month during the fall and winter to discuss ways and means of enabling young men to become established in independent farming as a business. Units of study are prepared. Discussion is held on the factors leading to the successful conduct of farming as a business, so as to make more efficient use of land, labor, capital, and individual ability. Methods of testing soil for acidity, milk for cream, and skimmed milk for determining the efficiency of the cream separator are discussed and studied. Demonstrations are held both at the school and on the farm. Women also meet in a group to discuss problems of women on the farm.—RUTH A. DERBYSHIRE, *Social Studies Teacher*.

**Seaford, Delaware.**—Central High School. Dupont's new Nylon yarn plant has six departments, each with a leader who holds classes in the high school two evenings each week for the workmen in his department. About two hundred men are distributed among these six classes to receive instruction pertaining to the work of their department. The program is a part of the state's adult education program.

In addition, two courses, one for men and one for women, are held in the Fred Douglas School. The class for men deals with shop work as it is involved in the care of their homes. The course for women deals with the care and feeding of children and the beautifying of the home.—W. T. THORNBURGH, *Superintendent*.

**Shorewood, Wisconsin.**—Public Schools. The community believes that to secure its greatest return from school buildings, they must be put to the fullest practical use. As a result an extensive adult education program is promoted. This phase of the work is known as the Opportunity School. Established in 1921, more adults have enrolled in it in the last ten years than all public and private enrollment of school pupils in the community. Of its students, 90 per cent are high-school graduates, 52 per cent have attended college, 35 per cent are college graduates, and 8 per cent have done graduate work. Two-thirds of the group are women, and about two-thirds of them are married. The age range is from seventeen to eighty-seven, with half of them between twenty-six and forty years of age and

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a quarter under twenty-five years of age. There are no formal requirements for the teachers of the school. They must be able to interest their classes. Any socially desirable activity is offered, for which there is a demand. During last year over one hundred classes were formed.—H. M. GENSLOW, *Director*.

**Traverse City, Michigan.**—Vocational High School. A course in tourist information is offered in an endeavor to instruct hotel managers, tourist camp operators, and gasoline station attendants about the location of good lakes, golf courses, fishing grounds, picnic spots, and boat livery in the surrounding community.—LARS HACKSTEEAD, *Principal*.

### 17. Summer Activity Programs

**Ferndale, Michigan.**—Lincoln High School. A summer playground program is provided each year. Contests of a wide variety are arranged together with much of the free play type of recreation. As a result, the youth are off the streets and are engaged in worth-while hobbies.—MARY HUMPHREY, *Teacher*.

**Grand Rapids, Michigan.**—Godwin Heights High School. Two full-time recreation workers are provided by the school for the school playground during the summer. The program begins before school is over. Pupils and parents are informed about the program each week. Six tennis courts, a basketball court, a football field, a track, three softball diamonds, horseshoes, three ping-pong tables, a swimming pool, sand boxes, and other small equipment are available. Shopwork in leather, metals, and wood is offered two days each week. As a result the demand for use of the playground is always great.—G. IRENE SAUR, *Principal*.

**La Porte, Indiana.**—High School. The 4-H Clubs are organized as soon as school is closed and continue meeting in the high school under the direction of the home economics teacher. Courses are organized in all phases of home economics work.

Playground work is in charge of the physical training teachers and others employed by the Board of Education. Classes are held in the afternoons and evenings at three or four of the main playgrounds of the city. In addition to games and recreational features, handicraft and other types of training are given.

The work of the music department is outstanding during the summer. The director and his assistant are employed for twelve months. During the summer, classes are held on all instruments. The young musicians are brought together in groups and ensembles as well as in band and orchestra. A program is given at the end of this summer training. A marked increase in the interest in instrumental music has been shown.—JOHN FRENCH, *Principal*.

**Marlette, Michigan.**—Township High School. The school, in co-operation with local organizations, sponsors a summer activity program each summer. The vocational agriculture and home economics teachers supervise the numerous home projects growing out of the work of the

school year. A preschool clinic is held, tuberculosis examinations are given to and X-rays are made of both adults and children. The school nurse visits the homes, and every child in the first eight grades is given free dental care if unable to pay for it. The music instructors conduct an eight-week school of music for both school pupils and adults. A concert is given once each week on the high-school lawn. The playground is open for children and adults. Supervised play, a story hour, games for adults, picnics, constitute some of the activities.—T. R. HOOD, *Principal*.

**Tarrytown, New York.**—Washington Irving Schools. A summer-school program offering activities of especial interest to youngsters has been developed for those boys and girls who are deprived of camping experiences. During the five years the school has been in session, such subjects as handicraft, recreation both for boys and girls, science, drama, art, music, safe driving, and photography have been offered. There is no assigned outside work nor any examinations given.

The school is open during July. Classes meet every morning five days a week for periods of one hour and twenty minutes. The number in each class is limited to fifteen. No instructor has more than forty-five pupils enrolled. Each class has at least one afternoon a week in field study. A small enrollment fee is charged in order to make the pupil feel a tangible responsibility and to have money for bus transportation. The Board of Education employs teachers from the regular staff to carry on the work. Some pupils register for one subject, and others register for three.—J. L. THOMPSON, *Superintendent*.

**Winfield, Kansas.**—Public Schools. The children were on the street with no planned activities during the summer, with the result that anti-educative influences often prevailed. Many of them had missed, in their regular school work, training from which they might have profited. A summer activity program was set up by the school and the community agencies to meet these situations.

Facilities are provided for the training of children of all grades in a variety of activities. It is possible for them to receive lessons in swimming, dramatics, home economics, music, crafts of several kinds, art, archery, baseball, tennis, reading, and a number of other activities. The Board of Education furnishes the facilities and pays the teachers. No tuition is charged. Participation by the children is wholly voluntary. All activities are carried on in the forenoons with afternoons free for such activities or rest periods as parents choose.—E. E. EVANS, *Superintendent*.

## 18. Character Education

**Batavia, Illinois.**—High School. For a number of years the schools have conducted what they call a church school program. Beginning in the early grades, every child is encouraged to attend the church of his and/or his parents' choice. Pupils are dismissed from school one hour each week at regularly scheduled periods for these groups. Here the minister, or someone appointed by the church, gives instruction to the child, stressing not only the fundamentals of religion but also essential wholesome play

activities. This plan has met with enthusiastic approval among patrons. It fits rather easily into the school schedule, it avoids sectarian antagonism and prejudices, and it is a fine step in character education.—ALBERT WILLIS, *Principal*.

**Brentwood, Missouri.**—High School. Over a period of years, a very earnest endeavor each year has been made to stress some new phase of character education and personality adjustment. Self-evaluation, parent-evaluation, and evaluation of the pupils by each other has received attention. Where weaknesses have been found, every effort has been made to overcome them. The program has usually consisted of a year-long project which could be participated in by all pupils and teachers. Many of the various character traits essential to acceptable moral conduct have been studied, and many types of devices to stimulate their practice have been used. An example of such a project is the speak-no-evil project, in which all pupils and teachers were given the opportunity to learn about, and become members of, the Padlock Society. Membership was evidenced by the autographed initials of each member on a giant wooden padlock which was kept in the trophy case. An oath was taken by each member to keep the tongue padlocked against speaking anything but good about others.

Another project was the study and adoption of the Ten Commandments as rules for conduct. Each Commandment was spoken upon by the various ministers from the local churches, all churches having a part, in a series of weekly assemblies. The New Year's assembly program was given over to the consideration of accepting the Commandments as the basis for the New Year's resolutions. Each pupil and teacher was given a copy of the Commandments, together with a printed resolution which could be signed and kept by its owner. Finally a big fellowship program was held at night. The community was made thoroughly acquainted with the project. At this meeting a sincere effort was made to gain full support from all of the people outside of the school for the project. At the present time, there is a handsome gold-embossed copy of the Ten Commandments in each of the classrooms of the building.—W. L. EVANS, *Principal*.

**Britton, Michigan.**—High School. A character education program is being progressively developed. First, the teachers made a study and arrived at a definition of character. They then made a study of the methods of character training. Both the direct and the indirect methods are used in the school. A personality rating sheet, listing forty-three traits, was developed and is used as one of the direct methods of training. Three evaluations of each pupil are made: the pupil's own, his parents' and his adviser's. An individual folder is kept for each pupil and a graph is made of the negative character responses on these personality sheets. The sum total of all the individual negative responses are then grouped together on a character graph of the entire school, so that the faculty may see at a glance the general weaknesses of the school.

Another phase of character education is that given through religious instruction. One hour each week the school is turned over to the five ministers of the town. Each pupil chooses the minister to whom he will go for

religious education, or he can choose not to go to any. One hundred per cent of the pupils take an active part in the program. The ministers report an ever-increasing interest on the part of the pupils in the regular church services.

The program, in brief, has five parts, stressing character development in all classes and about the school whenever a satisfactory opportunity is presented. One hour each week in the home room is devoted to character training, dancing classes, and religious education by the five churches of the town. The parent, teacher, and pupil analyses of personality traits are made twice each school year.—L. P. CUSHMAN, *Principal*.

**Burns, Kansas.**—Public Schools. Character education is emphasized. The Board of Education not only endorses the program but also does all it can to make the program effective. First, in the selection of new teachers, especial care is taken to find those of high character. Second, the community is fortunate in having but one Protestant church. There is no animosity between this church and the Catholic church. Each Thursday morning, twenty-five minutes is devoted to a religious education program. The Catholic pupils report to their church at whatever time the church determines. The Protestant children are taught by leaders in the local Protestant church. The program is optional with the Protestant pupils. They are excused if they bring a written request from home to that effect. Third, character is emphasized in the marking system. No opposition to the program has ever arisen. Instead it has always had the whole-hearted approval of the community.—BRICE DURBIN, *Superintendent*.

**Cleveland, Ohio.**—John Hay High School. Pupils are checked each semester on the basis of habits and attitudes. These appear not only on the report card but also on the permanent record. Six general headings are used: appearance, dependability, physical qualities, reaction in organized groups, social qualities and workmanship. Under these, there are listed respectively six, four, seven, four, three, and six factors. For example, under social qualities appear ability to meet people, co-operation, and courtesy. On each of these, a pupil is marked A minus if poor, no mark if average, and A plus if outstanding.—W. L. MOORE, *Principal*.

**Hamilton, Ohio.**—High School. A code of ethics, prepared by a student council committee and adopted by the student body, tells how a good citizen acts in the corridors, classrooms, study hall, auditorium, lunchroom, and library, as well as at athletic contests and social affairs. It is one of the forms of character education utilized in this school. By this procedure pupils make the rules governing their own conduct in and about the school.—JOHN O. FREY, *Principal*.

**Honolulu, Hawaii.**—McKinley Senior High School. The school has prepared a 97-page book as source material on the subject *How May I Deal Intelligently With My Personal Problems*, (Price 35 cents). The approach is largely that of the use of case studies. Pupils read these cases or supply ones of their own, then discuss them and arrive at conclusions. Definite class time is given to a study of personal problems relating to character,

keeping a promise, personality, social usage, health, leisure, choosing an occupation.—MILES E. CAREY, *Principal*.

**Jackson, Mississippi.**—Enoch Junior High School. A student lost-and-found bureau is maintained in the school. An attendant is chosen for each of the six periods of the day, as well as for the fifteen-minute periods before and after school hours. Each person serves for one week, thus giving eight pupils this experience each week. In five weeks' time one hundred seventy-five articles had been turned in and one hundred fifty identified by the owners. Since its establishment, pupils have become very much interested in turning in articles which they find.—*Reported by a Pupil*.

**Knoxville, Tennessee.**—Senior High School. Two courses, one on the Old Testament and one on the New Testament, are offered in the senior and the junior high schools of the city. Both together constitute a full-year course (five times a week) for which, in the senior high school, one credit acceptable to colleges and universities as a full college entrance credit is given. It is a church project initiated and financed by all the churches of the city. It has been worked out in co-operation with the curriculum committee of the public schools. The courses on the junior high-school level emphasize character study and memory work, while those on the senior high-school level give attention to history, geographical background, and philosophy. The courses are elective.—C. H. GROH, *Teacher*.

**Lomita, California.**—Narbonne High School. The various high schools of the city in the local athletic league decided to form a council and give recognition to the school showing the best sportsmanship on the part of the pupils at athletic games. The council is composed of the president of the student body, the cheerleader, and a faculty adviser from each high school. Its purpose is to foster good sportsmanship in all interscholastic activities. The council developed plans which were submitted to each student body for approval. When two schools meet, the cheerleader and faculty adviser of each school rate the other schools. These are then averaged. Points are awarded as follows: ten points each to each school for co-operation with the cheerleaders and with the officials of the game, and eight points each for no cheering or booing, no hissing, no counting aloud of score, no enmity encouraged between players, no drawing out of yells of opponents, no leaving the bleachers for the playing field, no roughhousing, no use of artificial noise-makers, no throwing of missiles, and no invasion of opponent bleachers. A cup trophy is awarded each year to the winning school. When a school wins it three times it gains permanent possession of the cup.—J. L. ABBOTT, *Principal*.

**Oak Park, Illinois.**—Horace Mann School. As an outgrowth of class work, a social studies teacher has developed a frame of reference. Its purpose is to enrich the pupil's concept and deepen his understanding of character. Concrete examples of teaching patterns as well as short biographical sketches are included. It becomes the guide to the teacher in her attempt to develop the character of her pupils and inculcate in them right citizenship attitudes.—MAMIE L. ANDERZHON, *Teacher*.



**Osborne, Kansas.**—Junior-Senior High School. Numerous phases of character education are involved in the program of the school. Attendance at church services is encouraged by the school. Extra-curricular activity credit is given to those pupils who attend forty or more church services during the school year. Every pupil is encouraged to be faithful and loyal to the activities of his church, pointing out to them that one of the worst enemies of the country is the person who is not faithful and loyal to his religion.

The value of public property, the necessity of saving and preparing for other days, the importance of being honest, truthful, considerate—all receive emphasis in the school program, both in courses and in actions about the school and outside the school. Through such teaching and living, pupils become loyal and co-operative.—L. H. BREWSTER, *Superintendent*.

**Pittsburgh, Pennsylvania.**—Public High Schools. In 1927, a committee representing all branches of the administrative force recommended a series of twelve character traits to be taught and stressed throughout all grades from one to twelve. These were co-operation, self-control, self-reliance, courage, tolerance honesty, ambition, loyalty, perseverance, chivalry, purity, and justice.

The traits ambition, loyalty, and perseverance in grades seven, eight, and nine respectively are taught in formal instruction one period per week. By invitation of the committee, pupils and teachers submitted stories, illustrations and suggestions for use in this series. These were assembled and screened, and the best material in each field was produced in booklet form in sufficient quantities to place one in the hand of each pupil in those grades. Since that time the program has been expanded and strengthened continually until today every teacher in the system from kindergarten through grade twelve devotes one period a week, or its equivalent, to discussing with his or her class the elements of good character and the qualifications of the good citizen.—BEN G. GRAHAM, *Superintendent of Schools*.

**Portland, Oregon.**—High School of Commerce. The pupils of their own initiative felt that they were slipping from the top place as the neatest and cleanest school in the city. Being democratic and civic-minded, they organized and conducted a campaign to eradicate this as well as all discourteous actions. The campaign was entirely under the control of pupils. This campaign showed them capable of governing their activities without policing from the faculty.—*Reported by a Pupil*.

**Seattle, Washington.**—Public Schools. The research division of the public schools made an inquiry concerning the release of children from school for religious education. Questionnaires were sent to the thirty-six cities of 250,000 and more population. Of the thirty-two school systems replying, only nine released pupils for religious education. The time for which they were released varied from one to five periods a week and from twenty-four to thirty-eight weeks in a school year. In most cases the pupils released were in grades four to six, although the range was from the first to the twelfth grade,

In the nine cities where pupils are released, church membership is relatively high, from 40 per cent to 58 per cent, with Seattle being 30 per cent. In all nine cities, the percentage of pupils availing themselves of this privilege was small, ranging from less than 10 per cent down to less than one per cent. As a general rule, the pupil not taking this religious education spends the time in review or special activities.—WORTH McCLURE, *Supt.*

### 19. Health Education

**Chambersburg, Pennsylvania.**—High School. The health course is of a practical nature. Evidence of this is to be found in the activities of the school doctor and the school nurse, in supplement to the course of freshmen health, in physical education, home economics, general science, and advanced sciences. The home-room programs include health and hygiene consultations with the home-room teacher. Sex hygiene is given attention in the Y clubs, the biology classes, and in the home room. The faculty is at present giving consideration to the problem of how the social aspects of the sex problem may be more effectively handled and how a more definitely unified consciousness on the part of the faculty, acting in an advisory capacity to the pupils, may be developed.—FRANK FAUST, *Principal*.

**Cumberland, Maryland.**—County High Schools. In the teaching of health, emphasis is placed on self-analysis by pupils of their health attitudes and habits. Then with the guidance and counsel of the teacher a remedial program is prescribed for the pupil based on the needs as revealed by the self-analysis.—R. T. RIZER, *Supervisor of High Schools*.

**Derry Village, New Hampshire.**—Pinkerton Academy. An extensive intermural program has been developed as part of the health and physical education program. Activities are of a seasonal nature and are provided for the pupils on the basis of a physical examination given by their family physician. Rules of the games are taught, and tournaments are held. A large variety of activities constitute the program.—J. H. BELL, *Principal*.

**Elmhurst, Illinois.**—York Community High School. In addition to the regular health instruction the sight-saving department provides special opportunities for those whose eyesight is dangerously impaired. Volunteer pupil-readers read to these people and help them to complete lesson assignments. A room is specially lighted, decorated, and equipped for these pupils. An instructor with special training in the field of sight-saving directs this program.

A full-time registered nurse constantly investigates and attempts to improve the general health habits of the pupils. She discusses with the parents the results of the annual medical examination and urges medical attention and corrections of defects likely to cause illness. Following the examination she does supplementary teaching on facts revealed by the examination. Examination and advice concerning abnormal skin conditions, school-wide hearing tests, mental adjustment, and keeping in touch with the homes of pupils who have been absent three days or more are examples of a few of the school's services.—G. L. LETTS, *Principal*.

**Floral Park, New York.**—Sewanhaka High School. Tests include physical examination by the school doctor, audiometer test, eye test, tuberculin skin test and chest X-ray, orthopedic and posture examination, athlete's foot inspection twice a year, physical fitness test, and dental inspection. A program of regular classroom instruction in sex hygiene is given in classes for boys and for girls from the ninth to the twelfth grades. Each course runs for twenty weeks and alternates two times a week with the physical education program. Stress in the health classes is on practicability and the acquisition of proper habits and attitudes toward health.

A health council, with personnel from sources such as physical education, school nurse, dental hygiene teacher, school doctor, dean of boys, dean of girls, guidance directors, home economics department, buildings superintendent, assistant principal, and principal bring together all health agencies of the school once a month. The duties are chiefly those of working out in an orderly fashion any health program that may arise in the school. Three health co-ordinators appointed for the year harmonize the school health agencies, organize the monthly meetings, and do such detailed work as is necessary between meetings.—A. T. STANFORTH, *Principal*.

**Grady, New Mexico.**—Rural School. A solution of practical health problems that develop in school or at home became a part of the social studies program. The program was started two years ago. The time schedule was arranged so that every play period could be supervised. A definite program of health and physical education with specific objectives for each grade level from one to eight was developed. Already it is possible to see many good things coming as a result of it. Boys and girls are healthier in general. Many health problems that have arisen in the homes have been diagnosed and solutions found.—WAYNE OWEN, *Teacher*.

**Grand Rapids, Michigan.**—Godwin Heights High School. In addition to required health instruction of sex, in which personal health, anatomy, and problems of sex, venereal diseases, mental hygiene, and other rules of hygiene about the prevention, detection, and care of the common diseases, a health committee not only puts this instruction to use in a practical way but co-operates in numerous ways through its purpose to co-ordinate, promote, and study health in the school. The membership is composed of the county health nurse, a teacher from each of the elementary, the junior, and the senior high schools, a pupil, a parent, the chairman, who is a P.T.A. member and the high-school principal. Some of the activities engaged in are health talks to high-school pupils by the county nurse, sale of toothbrushes at seven cents each to the pupils in the elementary school, instruction to teachers by two nurses on the dismissing of pupils to their homes on account of health conditions, discussion before the P.T.A. on group health and hospitalization as provided in Grand Rapids and checking of all classrooms with a photometer for light deficiencies. Also special health cases among pupils are discovered and studied by the county nurse. The different types of chalk are being studied to ascertain those most desirable for classroom use. Literature has been prepared on communicable diseases and their seasons. Practical suggestions are given in this material, which

is distributed to the parents at home, as well as studied by pupils in school. Health articles are run in the local newspaper.—G. IRENE SAUR, *Principal*.

**Greeley, Colorado.**—High School. It was recognized early by the school authorities that girls like to participate in organized athletics almost as well as boys. To take care of this desire, and to remove any undesirable health effect which may result from the interschool athletic program for girls, a club known as the Girls' Athletic Association was organized. This, the girls believe, is in keeping with the democratic belief that an activity should be participated in for the benefit derived rather than for any honors which may come as a result of the activity.—R. S. GILCHRIST, *Principal*.

**Huntington, Long Island, New York.**—High School. Annual physical examinations are given by the family physician. Where economic conditions are such in the home as to prevent this, the school doctor gives the examination. Each home room appoints a health officer for two weeks. This pupil assists the teacher with the morning health inspection and with other duties.

A health council, representing pupils and teacher has been formed. The object of the council is to arouse and foster a sense of health responsibility in the school. The council meets to discuss matters pertaining to personal, school, and public health.—ELLEN C. COLEMAN, *Teacher*.

**Madison, Wisconsin.**—University High School. The health course is begun in the sophomore year and is continued through the junior and senior years, meeting two or three times a week. In the first year, personal and family hygiene are stressed; then, as the pupil becomes more mature, increasingly stronger emphasis is placed on community and racial hygiene. In all health problems an attempt is made to place definite responsibilities on the pupil and to establish resultant specific intelligent behaviors.

The choice of problems is based on the needs as indicated by reliable national and local investigation reports. The amount of time devoted to each problem depends upon how badly the habits of correct living are being performed.—GORDON N. MACKENZIE, *Principal*.

**Millerton, New York.**—High School. At the beginning of each school year each pupil is given a health examination. As soon as the teachers receive the reports from the school physician, defects are classified according to type. If a pupil has no defects, the parent is notified. The homes of all pupils showing defects are visited by the teacher, who explains to the parents the nature of the defects and, in most cases, gives suggestions as to proper remedial procedures. After the visit the teacher writes up a report giving statements made by the parents, their attitude, their need for assistance. During the school year, attention will be given in regular class-work in health to these defects, but care is taken not to let pupils know that they have been singled out. The teachers keep contact with the parents. Near the end of the term each teacher reports to the principal the results of her work. The principal then visits the parents of those children whose remedial defects have not been corrected. In cases of need, the parents' consent is secured by the school in order that corrective measures may be undertaken. Funds are made available by local organizations. This is done

mainly during the summer vacation. By this plan of health education, many of the remedial defects are corrected.—F. E. WOOD, *Principal*.

**Park Ridge, Illinois.**—Maine Township High School. A course has been developed, with the objective to train the pupils to meet their future and everyday life problems pertaining to physical, mental, and social activities with intelligence. Correct health habits and attitudes are developed by teaching understanding of principles, with application to daily life situations. The work is presented in problem form. The co-operation and the interest of parents and teachers in other departments of the school are secured by conferences and joint planning.

Units in the course include correct posture, reproduction, heredity, sanitation, diet, digestion and elimination, care and purchasing of foods, ventilation, humidity, clothing, bathing, disease prevention, mental and emotional hygiene, the use of stimulants, narcotics, patent medicines, community health, safety and first aid, exaggerated and false advertising. Since the school has a large rural population, wells and all drinking water are tested in co-operation with the State Department of Health. Lists of foods to be served in the cafeteria are secured, and the pupils plan balanced lunches. As a result of the course, many of the storekeepers now keep their foods covered.—T. R. FOULKES, *Superintendent*.

**Pasadena, California.**—Junior College. (grades eleven to fourteen inclusive). A health council has been organized, with the head of the department of biology as chairman. The personnel consists of the city school physician and his assistant, two nurse inspectors, the city school director of child welfare and the director of physical education and recreation, a member of the Board of Education, the city health officer; and from the college, the assistant principal, the head of the physical education department, other members of that department, the dean of guidance, and the head of the life science department.

The council meets regularly and endeavors to work out a program to promote health practices and health instruction on the campus. For example, after one meeting of discussion on the contributions of the social science department, this department reorganized the content of the history courses so that the promotion of health will constitute a recognized part of the program. Another meeting discussed the contribution of the cafeteria manager through food displays and bulletins. This resulted in a better selection of more balanced diets by patrons of the cafeteria. Thus each department of the college is making an effort to provide a more functional health program in the Junior College.—JOHN W. HARBESON, *Principal*.

**Rochester, New Hampshire.**—Spaulding High School. A unit course in health and physical education is required of all pupils in the seventh and eighth grades. The pupil goes to the classroom three times a week for health instruction and to the gymnasium twice a week for instruction in physical education. All teaching is done on the unit basis. In grades nine through twelve, the pupils are required to take health instruction once a week and instruction in physical education once a week. The pupils in these grades do not receive credit.—M. J. O'LEARY, *Director of Physical Education*.

**Shelbina, Missouri.**—Junior-Senior High School. Definite health units are included in such courses as science. In addition to the usual intermural games and physical education program, attention is given to a checkup on the physical and mental well-being of each pupil in the school. Each year, local physicians and dentists co-operate in giving a thorough physical examination to each pupil. A report is made to the pupil's parents, and if remedial defects are noted the parents are urged to confer with the family physician immediately.

Every pupil who has passed the examination of his eyes, ears, nose, throat, posture, and nutrition and who has been vaccinated for smallpox, immunized against diphtheria, and has a birth certificate in his possession is given a nine-point health badge awarded by the state. If he has had his defects corrected he is likewise eligible. These awards are made at the annual community day program near the close of the school year.

Local organizations are most co-operative. Treatments are provided, glasses, milk, and immunizations are furnished free or at a nominal cost to those unable to have a family physician. Some of the results of this eight-year program are: Parents are becoming more co-operative in remedying defects of their children. Doctors and dentists report more out-of-school youth coming to their offices for periodic checkups. Improvement in scholarship has been noted where corrections were made.—D. D. JOHNSON, *Supt.*

**Shorewood, Wisconsin.**—High School. For the purpose of promoting proper health habits and of giving a rational basis for them, incidental attention is given from grades nine to twelve in such subjects as home economics and biology. However, beginning in the tenth grade every girl devotes three days a month, and the boys six weeks a year, to such problems as are of a personal character.

In the case of the girls the school has over a period of years evolved a series of units which are quite functional. Each pupil selects for study that unit which at the time has greatest personal meaning for her. When the study of a unit is completed, the hygiene instructor holds a personal conference with her. Units studied in this work include: How the psychologist may serve you; how the health department may serve you; foods and diet; constipation; what knowledge should I possess in order to avoid contagious diseases? what information should every layman have in order to take part in the campaign against cancer.—GRANT RAHN, *Principal*.

**Sunapee, New Hampshire.**—Central School. A school physician is employed to give each child in the school a bi-annual physical examination and to diagnose questionable cases discovered by the school nurse. The physician employed accepted the position on condition that he would be given sufficient time in which to examine each pupil. Before the physical examination a blank is sent to each parent for the purpose of obtaining the health history of their child. The record is carefully studied by the physician before he examines the pupil. He places the record of his examination on the same blank.



The physician is assisted by the school nurse. A thorough examination is given to each pupil. The doctor makes his recommendations, and a copy of this report is taken to the parent by the nurse. She explains the report, urges that corrections be made, and offers her assistance to the parent. Follow-up work is constantly being done by the nurse, as well as by the teacher in the regular health instruction classes.—L. S. CUMMINGS, *Headmaster*.

**Washington, Illinois.**—High School. A recreation club, meeting one night each week in the school gymnasium, was formed as part of the activity program. Activities engaged in include badminton, volleyball, table tennis, shuffleboard, tumbling and wrestling. The club was student initiated and is student supervised.—P. M. CRAFTON, *Principal*.

## 20. Sex Education

**Grand Rapids, Michigan.**—Godwin Heights High School. A course entitled Art of Living has been taught for the past ten years by the principal. It is an elective for the older pupils. The course content, built around the personal needs of the pupils, includes such units as sex hygiene, manners, personality, courtship, marriage, and morals. In English literature, the teachers do not dodge explanations of the sex incidents in the classics. Two questions in a diagnostic information blank, filled out by all pupils, provide a clue as to the need for a better understanding of the problems of sex. Every effort is made to deal with the normal problems of pupils, both individually and in groups, so that the delinquent and more serious acts do not occur, or at least are less frequent.—G. IRENE SAUR, *Principal*.

**Lansing, Michigan.**—Central High School. Two outstanding physicians of the city give a series of lectures on sex hygiene to all sophomores. The girls' series is in charge of a physician who is not only well qualified as a physician but who is a father himself, and thus has a special interest in the problems of young people. His personality is such as to enable him to present the facts in an easy and proper manner. A similar situation exists for the boys. Pupils are given every opportunity to ask questions and care is taken to answer each question to the pupil's satisfaction. Tests are given at the close of the course.—C. E. LEFURGE, *Principal*.

**La Porte, Indiana.**—High School. Sex education is taught only as a means to help the pupil become better informed about his own body. Discussions by doctors and films from the state health department are used. In home nursing, sex education is taught as the connecting link between the home nursing and child development units. When the functions of the organs of the body are taught the reproductive organs are included. The child development unit begins with the prenatal period and is taught with the idea of making a happy home.—JOHN FRENCH, *Principal*.

**Miami, Florida.**—High School. An elective course in sex education for girls is offered. Home problems, such as budgeting, personal adjustments, division of labor and responsibility are included.—JULIA S. TANNER, *Head, Social Studies Department*.

**Philadelphia, Pennsylvania.**—Gillespie Junior High School. Individual pupils are helped to make adjustments. Great improvement in mental and

physical well-being has been noted. There is an improvement in attitude and conduct in every sub-standard class after the instruction. There is less obscene talk and fewer notes and drawings as the result of this individual instruction. Parents have expressed their gratitude for this instruction, and others frequently request that instruction be given to their children. A mothers' club also studies the problems of adolescence. Sex education is a topic in which all show keen interest. Results show improvement in the attitudes of parents as well as of their children.—GERTRUDE NOAR, *Principal*.

## 21. Mental Health

**Cumberland, Maryland.**—Fort Hill High School. During the school year a special class in speech was started under the direction of one of the English teachers who had special training in correcting defective speech. Forty-eight pupils were treated. A complete physical examination was administered to each pupil when admitted to the class. The remedial work which followed was generally of an individual character. The speech teacher kept in close contact with the subject-matter teachers of each pupil and checked carefully on progress made. Best results seemed to be obtained with boys and girls who had emotional disturbances and those who used sound substitution.—R. T. RIZER, *Supervisor of High Schools*.

**Detroit, Michigan.**—Southeastern High School. Mental hygiene is definitely studied, with stress being placed upon how it affects the entire experience of the individual. Special attention is given to his personality development, and his health and social adjustment.—W. R. STOCKING, *Prin.*

**Floral Park, New York.**—Sewanhaka High School. An adjustment clinic is sponsored jointly by the school nurse and the school guidance department. Pupils in need of such assistance have conferences with skilled guidance workers, psychologists, psychiatrists, and adjustment specialists, with the idea of removing mental barriers.—A. T. STANFORTH, *Principal*.

**Greeley, Colorado.**—Senior High School. Through the help of the county mental hygiene society, a psychiatric clinic is held in Greeley each month of the school year. A psychiatrist comes to the senior high school that day. Pupils are informed of this, and are told that any who wish an interview should arrange for it through the girls' or the boys' adviser. Pupils are permitted to confer with the psychiatrist about their problems without any preliminary analysis.—R. S. GILCHRIST, *Principal*.

**Kansas City, Missouri.**—Paseo High School. Each pupil is offered an opportunity to find a place which he feels competent to fill, however lacking in special talents he may be. Scholarship barriers which prohibit membership are confined to only a few organizations. Methods of discipline encourage self-control and self-direction. School friendliness is emphasized. An effort is made to discover cases of mental ill health, and solutions are sought. Teachers report on classroom behavior and learning attitudes. These reports are analyzed to discover causes of emotional disturbances and clues that may aid in remedial treatment. Home visitation, rearranging or modifying class schedules, opportunity to become associated with the members of a special interest club, or to engage in some play activity, shortening the

school day for necessary work after school to assist the family, or the placing of a boy or girl on some part-time job, are a few of the measures taken in directing and helping these boys and girls enjoy their school work and move toward a happy, wholesome life.—B. M. STIGALL, *Principal*.

**New York City.**—Girls High School. The dean, a trained psychologist, works with the chairman of the Health Education Department in discovering and dealing with cases of mental illness. Whenever necessary, the pupil, with his parents' consent, is placed in a hospital for observation. Recommended therapy is then followed. In those instances where there seems to be no organic basis for the anxiety, worry, or fear, the dean and adviser work with the pupil for the removal of the difficulties, and a change of attitude. The Guidance Department has been such that girls feel free to bring their questions and problems for help. During the senior term personal problems are analyzed in class and solutions suggested. Personal interviews follow group discussions. As a result several cases of incipient dementia praecox, pineal gland unbalance, and other disturbances have been discovered and therapy applied with successful results.—ROWENA K. KEYES, *Principal*.

**South Bend, Indiana.**—Central Junior-Senior High School. Three years of speech correction work has definitely proved its worth. To the extent that a child or an adult is crippled in his speech, to the same extent he is usually crippled in his personality. Through careful case studies, and through observation of pupil behavior speech difficulties and social maladjustments have been found to go hand in hand. Fear, dread, and shame form a part of a speech handicap. Therefore, insuring good mental hygiene is one of the first steps in the retraining of a speech defective child. Every effort is made to assist the child in adjusting himself to his school and home environment, and to the outside world.—P. D. POINTER, *Principal*.

## 22. Social Usage

**Aberdeen, South Dakota.**—Central High School. The student council became interested in utilizing the experiences of the school as a means of learning the rules of good behavior. As a result of this interest and the necessity for some definite aid that would contribute to this end, they published a small 25-page handbook, *The Mirror*. The expense was borne by the school district and the printing was done in the school print shop. In it are contained discussions on personal appearance, etiquette in the home, table etiquette, telephoning, etiquette within the school, at inter-school meets, and in public places. In addition, advice is given to pupils concerning etiquette at social functions, such as dances, teas, bridge parties, and in visiting, and being visited. The book is interestingly written, so that the pupil enjoys reading it.

A courtesy league has been formed as a direct way for teaching social usage. The booklet becomes the guide for the group. Membership is voluntary and any member found willfully opposing these rules of courtesy adopted by the league is asked to withdraw his membership. In addition, periodically each pupil fills out a self-rating chart, covering sixteen items of

social usage which he practices in and out of school. The home-room teacher also makes a similar evaluation of her pupils,—R. R. DEIMER, *Principal*.

**Cummings, California.**—Leggett Valley High School. Proper manners in posture and in ways of requesting a dance are taught in physical education classes. Proper manners at the table are taught in home economics classes.—BERENICE BIGELOW, *Teacher*.

**Flint, Michigan.**—High Schools. A unit on etiquette is studied by the 9A pupils. Opportunity is provided for student originality. Some of the topics included are table, theatre, and telephone etiquette, introductions, self-analysis, first date, departure, table conversation, proper conduct in the cafeteria, at banquets, at teas, at school dances, at noon-hour movies, in the library, and proper dress for school and parties. Many are presented in the form of dramatizations, group discussions, readings, or individual reports.—CECIL ALLCHIN, *Teacher*.

**Greeley, Colorado.**—High School. One of the most difficult problems in any school or society is to stimulate bashful and backward people to participate in social activities. To meet this need, a Host and Hostess Club was formed. In this the aid of the local Women's Club is enlisted. All parties are held in private homes, thus giving many pupils an opportunity to attend a kind of house-party which is entirely unknown to many of them.—R. S. GILCHRIST, *Principal*.

**Hamilton, Ohio.**—High School. Social usage is taught in health courses (which reach all pupils), in assemblies, in dancing classes, in home economics and English classes.—JOHN O. FREY, *Principal*.

**Long Beach, California.**—Jordan Senior High School. The social arts teacher assists the pupils in mastering right patterns of conduct. For example, when a formal dinner is held, the vice-principal calls the necessary teachers and pupils together to plan such items as the type, cost, place, guests, and decorations. When the general plan is made, the social arts teacher immediately considers the possible needed social learnings for the pupils and how to make these available. One week before the dinner, she and a group of pupils prepare a questionnaire asking what would be the appropriate conduct in given situations. These are discussed in every home room. Two days later she and her group prepare an answer sheet for discussion in the home room. The day before the dinner, the foods department co-operates by preparing and serving a dinner in each of the two assemblies just as it should be done. The pupils see others come to the dinner properly dressed, dispose of their wraps correctly, then seat themselves, and proceed to eat and converse as they should. A pupil stands on the platform and points out each rule of conduct. These are among the most popular assemblies. So successful has this work been that it is being materially extended each year. The slogan of the student body is, "A Jordan student knows what to do."—J. W. WILSON, *Principal*.

**Lumberport, West Virginia.**—High School. The home-room program is devoted to a carefully planned series of discussions on improving

the manners and social graces of the pupils in the school. At the same time, attention is given to the development of a well-balanced social calendar which affords opportunity for enjoyably perfecting the social skills so sadly lacking in most country youth.—CHARLES L. RIGHTER, *Principal*.

**Nashua, New Hampshire.**—Junior High School. A camp cooking club for boys gives attention, not only to cooking, but also to table manners. A chef from a local restaurant occasionally during the year comes to the club meetings and demonstrates to the group the art of short order cooking. Table manners are discussed and then put into practice by having the pupils eat a full course dinner at some hotel.—M. J. WRIGHT, *Principal*.

**New York City.**—Evander Childs High School. Training in the essentials of hospitality and in the techniques of being successful hostesses is given in the homemaking classes and the hostess club. In the personal regimen classes, girls are given assistance in making the most of themselves—intellectually, socially, physically, and spiritually. These girls act as the official hostess group of the school. They function whenever the principal wishes to entertain groups of pupils and their faculty advisers. They work in close co-operation with the homemaking classes. As a club, the girls are taught the essentials of hospitality. They are also given an opportunity to visit places of interest to future homemakers, such as foreign restaurants, tea at Pratt Institute, Good Housekeeping Institute, and the Herald Tribune testing kitchens.—HYMEN ALPERN, *Principal*.

**Ogden, Utah.**—Weber County High School. One of the outstanding features of the physical education program is the social dancing classes. Last year about three hundred fifty girls and boys who were registered in physical education successfully completed this course. Corresponding girls' and boys' physical education classes meet each Friday during the winter and early spring months for co-educational activities. These classes begin with recreational games and eventually they work into strictly dancing classes. Since the boys' and girls' classes are not always equal in number, enough boys or girls, as the need requires, are borrowed from the study hall to balance the sexes, so that everyone in the physical education classes participates.

The fundamental dance steps are taught and are worked into combinations and more complicated patterns as fast as the class as a whole can master them. Everyone participates, and at the culmination of the season the combined classes hold a dancing party in which they put into practice all the steps and social graces learned.—R. B. SANFORD, *Principal*.

**Park Ridge, Illinois.**—Maine Township High School. A group of seniors, about twenty-five boys and twenty-five girls, having study periods during the various class periods of the school day, meet with the freshman groups one period each week, for five weeks. These seniors attempt to give the freshmen the benefit of their three years' experience in the high school social life. Five topics are covered: date etiquette, conduct in public places, personal appearance, table manners, and ballroom dancing. The

seniors in preparing their talks and demonstrations are guided by prepared outlines. Most of the groups act out in detail the whole process; as for example, in the period devoted to date etiquette—making a date, calling for the girl, and taking her home. Time is given to questions and to discussion. The teacher is called upon by the pupils and the seniors for authority on some points. At other times the teacher diplomatically corrects any errors in advice given by the seniors.—T. R. FOULKES, *Supr.*

**Phoenix, Arizona.**—Union High School. Courses in human relationships are offered as electives for one semester for eleventh and twelfth grade pupils who feel the need of, or are interested in their adjustment to their immediate social problems. The pupils participate in the planning of the semester's work. Some of the constantly recurring areas of interest are those of getting along with others, personality development, living in the family, social customs, boy-girl interest, and making marriage successful.

Methods of teaching involve as much student activity as possible and emphasize democratic ways of working together. Committee work, panel discussions, dramatizations, and group discussions are frequent teaching devices used.—E. W. MONTGOMERY, *Superintendent.*

**Pittsfield, Illinois.**—Community High School. Social usage is stressed in the home room and assembly. Emphasis is placed on improving social attitudes and practices at student affairs. Then these are practiced at student affairs. The school paper lists pupils for courteous deeds and acts of good citizenship at regular intervals.—WAYNE E. KNOOTZ, *Principal.*

**Seattle, Washington.**—Queen Anne High School. Among the numerous pupil committees functioning in this school is the one known as the Standards Committee. This committee, composed of about thirty members and three faculty advisers, formulates standards of etiquette for the school. One outstanding piece of work which they did was to prepare and publish a thirty-two-page booklet entitled *No Doubts*. This booklet treats upon the subject of etiquette, "those niceties of behavior that stamp one as understanding the requirements of correct deportment . . . and are founded on kindness and consideration for others and true courtesy of the heart." The content is divided into three main divisions: school etiquette, everyday etiquette and date etiquette. Written in a humorous style it commands the voluntary reading and observance by the student body. Here are the answers to those problems in social usage which are so perplexing and so real to the boy and girl at this age. It is not a booklet to be studied, but one to be voluntarily read and enjoyed.—O. L. LUTHER, *Principal.*

**Shorewood, Wisconsin.**—High School. Believing that a code of sportsmanship for pupils would have greater significance for them if it grew out of their collective convictions as to what conduct stamps a youth as well bred, the pupils were asked to evolve a tentative code. This was done through home-room and student-council discussion. Copies of this code were sent to other high schools in the area, with the request that the code be studied by the pupils of each school and revised by their student



council. After the student councils had arrived at a decision, two representatives from each student body met with those from all other suburban schools and agreed upon a common code for all high schools in the area. Each school was then requested to give further thought on how to implement the code.—GRANT RAHN, *Principal*.

**Shreveport, Louisiana.**—Fair Park High School. One corner of the cafeteria has a special dining room designed and built by the boys in the Stage Craft Club. Every club and study room has a luncheon in here at least once a year. Proper etiquette is taught in an interesting way during the first fifteen minutes of the home-room period. The luncheon meetings afford practice. The luncheon, program, and arrangements for these groups are planned by the group members under the supervision of the sponsor. These group luncheons are not compulsory, but during the last two years only two pupils failed to co-operate.—E. L. ALBERSON, *Principal*.

**Wapakoneta, Ohio.**—Blume High School. All social affairs, regardless of the type, are originated, planned, and carried out by pupils, supervised by the social committee of five teachers and two pupils, and chaperoned by members of the faculty and parents. The parties finance themselves and often, as in the case of the carnival, provide a source of income for the financial support of the general extra-curricular program. No charge exceeds fifteen cents per person, or twenty-five cents per couple.—G. G. HUMBERT, *Principal*.

### 23. Personality

**Altoona, Pennsylvania.**—High School. A special course entitled Practical Psychology, A group Study in Personal and Social Relationships, has been developed for classroom use. In the study of this course, greatest interest was shown in those units dealing with personality and character.—J. N. MADDOCKS, *Principal*.

**Cleveland, Ohio.**—John Hay High School. Just as every community develops certain well-defined ideas of conduct which grow out of common sentiment and are upheld by common approval, so the student body of the school has certain ideals which its members understand and accept. Indirectly, these ideals tend to develop the personality of the pupil.

It is the responsibility of the Standards Committee, appointed by the student council, not only to find ways to interpret these permanent ideals to the pupils and to test new standards, but also to organize at times intensive campaigns to focus pupil attention on certain phases of conduct on which they have become negligent. They have conducted campaigns on punctuality, courtesy, dependability, low voices, personal appearance, and scholarship. In addition, the student body has adopted the following school code prepared by the committee: A loyal student will be dependable, courteous, trustworthy, loyal, cheerful, attractive, punctual, a good sport, willing to help others, and friendly.—W. L. MOORE, *Principal*.

**Dayton, Ohio.**—Kiser Junior-Senior High School. A club of senior girls assist entering seventh-grade girls in developing desirable habits of personal growth and of etiquette through a weekly clinic held during the

home-room period. A list of questions is given to each "patient" for reference. This personality clinic has proved educational and interesting, and has resulted in an attempt on the part of the "patients" to follow the advice given. A second visit to the clinic is voluntary. Many pupils make repeat visits.—EDNA VON BERGE, *Teacher*.

**Framingham, Massachusetts.**—High School. Personality development is emphasized in the everyday contacts with pupils. Teachers rate pupils each spring upon co-operation, courtesy, industry, initiative, reliability, and self-control. These ratings appear on permanent records. A study is being made of the ratings to determine whether pupils seem to change during the years in senior high and whether this change, if any, varies according to sex, curriculum studied, or level of ability. It is expected that a report will be issued during the coming year.—M. M. MAGOON, *Principal*.

**Gainesville, Florida.**—P. K. Yonge Laboratory School, University of Florida. Attention to the development of personality is given in a unit on occupations in the ninth grade. The class devised their own personality test or rate chart. Two class periods were used to construct the rating chart. As personality items were suggested, the teacher placed them on the board. They were either accepted or rejected by the class. The secretary of the class made a copy of the final product, consisting of forty-seven items, including honesty, dependability, appearance, originality, tolerance, leadership, ability to follow, good judgment, good manners, thoroughness, and discrimination. Each item was marked on a graduated scale of four points; above average, average, below average, and poor. After the test was constructed, the class decided that each pupil should fill out a rating chart on every other pupil in the group. Each pupil constructed a master sheet showing total class opinion of him on each of the personality items considered. The pupil then compared this evidence with his own estimate of himself.—G. B. SIMMONS, *Director*.

**Grosse Pointe, Michigan.**—High School. A personality report has been devised. Twice a year each pupil is rated in twelve different qualities. These are sent by mail to the pupil's home as a supplement to the regular achievement report.—PAUL A. REHMUS, *Principal*.

**Lansing, Michigan.**—Central High School. A group of sophomore girls in the Girls League, feeling the need of some work in personality development, formed a unit called the Emily Post Unit. Their activities included an opportunity for the practice of the various phases of social usage. When these girls became juniors, they wanted to continue the work. A sub-deb club was formed, with a maximum group of twenty-five meeting every other week. This group studied books on the development of personality, brought in authorities on the subject for talks, and provided opportunities for practice in the form of teas and parties. The club soon had such a waiting list that a "debette" club was formed as a stepping stone to the sub-debs, which then became a club for seniors. Interest spread, so that later the Sophisticated Sophs and the Sophomore Socialites were organized. The members of these clubs try not only to improve their own personalities

but also to improve the standards of other pupils of the school with reference to personality. This is done by exchanging speakers, displaying posters, building a small library on the subject.—C. E. LEFURGE, *Principal*.

**Mount Vernon, New York.**—Edison Vocational and Technical High School. A course in Personality and the Art of Everyday Living has been introduced as a part of the school curriculum. The idea of this course is to put principles into practice and thus teach pupils manners and conventions, care of clothes, food facts, health, citizenship, marriage, and getting along with other people in business, in everyday life, and at home. The course extends for ten weeks and is open to seniors. Free, honest, and critical discussions preceded by reference to printed material, practicing the principles in class and school activities, and self- and class criticism of each member of the group, constitute the major methods of instruction.—GRACE L. B. MILLIGAN, *Principal*.

**New York City.**—Girls High School. A personality card, containing ten qualities or traits each expressed in five degrees or stages, has been co-operatively developed by faculty and pupils. At the end of each term, each teacher is given one of the sheets to check in appropriate columns those pupils who, in his judgment, are outstanding or definitely lacking in one or more of the traits listed. Specific examples of behavior justifying the rating are encouraged. Cards are then shown to the pupil concerned. He signs the card and it is filed in the guidance office. Each term, the dean interviews all pupils who show low ratings in any of these traits, and assistance is given them for adjustment. In the senior term, every teacher rates each pupil she has in class on each trait except health. This is done by the health teacher from her records. An average for each pupil is computed for every trait. This average represents the pupil's personality at the end of four years of high-school education. It is entered on the permanent record card for future use in recommending the pupil for further study, and job placement.—ROWENA KEITH KEYES, *Principal*.

**New York City.**—Metropolitan Vocational High School. The school years before had included a personality course in the curriculum. This was later discontinued. The need for its reestablishment was recognized by a number of the teachers. First studies were made of the various aspects of the problem of five hundred boys in relation to their home and community environment. Following this, a program was developed in an effort to help young people to utilize to the fullest their innate gifts in approved standards of behavior and culture. An outline of a class program was prepared on the basis of thirty-six class meetings. A sample lesson plan was prepared. At the same time an outline was made of the contributions that could be expected of each of the school subjects and of the school services. All this was printed in a booklet form under the title *A Personality Development Program*, by Mary S. Phelan.—F. J. KELLER, *Principal*.

**North Troy, Vermont.**—High School. The personality rating scale used in this school is the result of a study of the forms used in many high schools and in industry. The final result of the study was the development

of a form quite similar to that used by the U. S. Customs Service in rating probationary employees. Ten characteristics are rated: ability to learn, quantity of work done, quality of work, industry, initiative, co-operative-ness and adaptability, leadership ability, dependability, personal appearance, and disposition. The teacher marks each of these items on a five-point scale. A pupil is rated by three different teachers over a period of three or more years. The results of these ratings are entered in a permanent record system for each characteristic only when two teachers agree upon the same characteristic.—A. C. UTTON, *Principal*.

**Oakland, California.**—University High School. When the student graduates, much of the material used by teachers to understand him better and to aid his adjustment to high-school experience has less significance. Therefore, the permanent folder in the record system is trimmed. Only the test record, the health record, and the scholarship card are retained. Inasmuch as many inquiries are received from higher schools and prospective employers about former pupils, the school supplements these with what is called the Graduate Rating Blank. This paper has a photograph of the pupil and a check of items of personality such as industry, judgment, attendance, dependability, initiative, co-operation, leadership, and physical vitality. The applicant is rated on a five-point scale by various members of the faculty, his vice principal, counselor, teacher of physical education, and two teachers of his choice. This form has proved extremely useful in furnishing to inquirers, even some years after graduation, an estimate of the characteristics of a graduate during his high-school years.—G. A. RICE, *Principal*.

**Rugby, North Dakota.**—High School. An entire week is devoted to a good manners campaign as a part of the school's personality guidance program. The project is sponsored by the student council.—L. T. HAVIG, *Superintendent*.

**Springfield, Missouri.**—Jarrett Junior High School. Personal appearance has become a matter of increasing importance to the pupils. Some attention is given to theory but much more to actual practice. Much time is spent in developing poise and erect posture through practicing exercises which emphasize this. A rather intensive study is made of the treatment of the skin, hair, and nails by a teacher who is well prepared to be of service in this kind of work.—C. F. McCORMICK, *Principal*.

**Toms River, New Jersey.**—Dover Township High School. A unit on personality development is included in the ninth-grade English course taken by all pupils. In general, the unit is divided into two parts: How can I improve my appearance and how can I make my social contacts more pleasant? Questions about etiquette, as they relate to acts about the school and to the table at mealtime; about health, such as care of the teeth, the eyes, getting the proper amount of exercise and rest, a balanced diet, appropriate clothes and their care, posture, and similar subjects form the content of the unit. A question box is placed in the corridor for the deposit of questions from all pupils. These are answered by discussions, by reports, by demonstrations, and other ways. During the course, reports, both oral and written, are required. These become part of the English course. Conver-

sation, discussion, and talks, all form a very practical part of oral English.—N. S. DETWILER, *Principal*.

**Walpole, Massachusetts.**—High School. A course in oral English was instituted at the request of the school committee, some of whom are executives in the factories of the town. They criticized the appearance and bearing of the young men and women who came to their offices with the idea of applying for work. The committee also felt that training in oral English would be valuable to pupils as a preparation for participation in the business affairs of the community at town meetings. One period each week of English classwork is devoted to oral composition. Some of the teachers meet with their classes in the school auditorium. This tends to compel the speakers on the stage to speak clearly and distinctly.—H. A. STROUT, *Principal*.

#### 24. Conversation and Discussion

**Chambersburg, Pennsylvania.**—High School. Practically all units of work in the classroom make use of these two media of expression: the formal discussion and the informal conversation. They are employed with the definite purpose in mind of training the pupil in the expression of unbiased and intelligent opinions. The classrooms and especially the school's public speaking classes, home rooms, and extra-curricular activities have given special encouragement to the use of informal conversation, believing that herein lies the invaluable opportunity for the pupil to develop his tact and originality and to train himself to good habits of correct and fluent speech which in turn encourages the development of personality.—FRANK FAUST, *Principal*.

**Dundee, Michigan.**—High School. A speech class is organized each year. This group is given special training in preparing speeches and giving them over the school's public address system. While the speech is being given, the other pupils of the class have a special form on which they mark the quality of his voice, his diction, and his type of speech. This later becomes the material for class discussion. The school plans to purchase a recording device so that each pupil will be able to hear and study his voice. The main purpose is to improve the conversation of the pupils and to train them in the art of discussion. Weekly assemblies include as many pupils on each program as possible. The project is being carried on through the co-operation of the speech department of the University of Michigan.—RUSSELL McCOMB, *Principal*.

**Grand Rapids, Michigan.**—Godwin Heights High School. In some courses pupils are permitted to select their own objectives. If they select learning the art of conversation, specific help is given to those so selecting. Again this topic is taken up both in the hygiene and in the art-of-living classes. Individuals are given assistance whenever this appears to be a specific problem. For example, a senior was unable to get a job after graduation. It was largely because of her self-consciousness and her inability to talk in an interview. One of her teachers gave her assistance. The pupil was told to observe the person she was interviewing. By practicing with the

teacher she was able to overcome to a considerable extent her emotional problem. Through developing the ability to converse the girl was finally enabled to secure a job.—G. IRENE SAUR, *Principal*.

**Los Angeles, California.**—Junior High School. A group of teachers have been preparing a manual of speech education (soon to be published) for use in the social living and basic English program of the junior and senior high schools. As a forerunner of this manual a large chart of speech education was prepared, with the purpose that its suggestions would strengthen the emphasis upon good speech in all classes and provide specific assistance in the improvement of both standards and practice. The chart remains in the classroom for constant reference use of pupils and teachers. It presents graphically a unified picture of speech education through grades seven to ten inclusive. Nine strands or learning threads are listed. These strands are speaking and listening attitudes, collecting, organizing, and using the material, posture, developing the voice, building oral vocabulary, pronouncing, and English usage in speech. Under each are listed a number of items in an order indicating that the various steps are built upon foundations laid in preceding steps. Teachers take the pupils where they find them in respect to speech attitudes, review the essentials of each preceding grade beginning with item one of each strand, and go on as far into the materials suggested for the succeeding levels as the abilities and the interests of their pupils justify. Each item is looked upon as part of the total experience which the pupil is having and every speech experience is considered a contribution to the pupil's growth in social competence, toward a "well-integrated speech personality." While special emphasis is given to speech training in grades 8A and 10B by teachers trained in speech instruction, it is not neglected in other semester levels.—HELEN J. RODGERS, *Curriculum Division*.

**New York City.**—Tilden High School. All extra-curricular activities are designed to encourage the art of conversation and discussion. Socialized recitations, used extensively, train pupils to express themselves effectively and criticize intelligently the opinions of others. The better group projects are exhibited at the annual science fair at the American Museum of Natural History. Through these, pupils form habits of educative conversation in discussion. In the classroom the teachers emphasize complete sentences in recitation, clear enunciation, and logical thinking. Conversations between pairs of pupils for book reports, the informal panel discussions, the Town Hall, discussions and reports of mistakes on outside school speech with corrections are some other methods used.—ABRAHAM LEFKOWITZ, *Principal*.

**Roslyn Heights, New York.**—High School. A twelfth-grade integrating class in English and social studies gives attention to studying and discussing outstanding current problems. A problem is proposed several days before the class discussion. Then after thinking it out, each pupil for himself, and after gathering necessary information the group get together and pool their ideas, which are in good order so that all the important aspects of the question are readily recognized. After careful consideration, a vote is taken to determine the final thinking of the group.



It is not the purpose to come to any definite answer to these questions. The purpose is rather to learn to think through a question, seeing all sides. An effort is made to form the habit of arriving at conclusions and forming opinions intelligently. A detailed record of the class discussions is kept. These records show real growth in tolerance and willingness to see all sides of a question and also the development of the habit of reserving an opinion until it is formed on the basis of an intelligent and broad-minded consideration. The same technique is also applied to the consideration of school and other local problems.—FLORENCE M. HINCHMAN, *Teacher*.

### 25. *The Development of Habits of Guided General Reading*

**Arcadia, Florida.**—DeSoto High School. A guided reading program based on a survey of pupils' reading is being promoted. In the first four grades the teachers and pupils keep a record sheet for the year, the sheet to be sent on with the pupil. In the remaining grades a duplicate of the library record sheet is given each pupil for his notebook. This personal record is transferred to the library file about once a month and is discussed by the librarians with each class. Standard reading tests are used to show the pupil's difficulties, and are repeated to show his progress. Conferences with pupils having reading difficulties are arranged and special helps and show than many readers are not habitual readers.—G. C. COOLING, *Prin.*

**Barton, Maryland.**—High School. The library took advantage of the State Library Commission's plan for earning Home Reading Certificates. All books in the library on the list have been marked indicating the grade and age placement. During the summer months especially, large numbers of pupils read enthusiastically and conscientiously. Only time will tell if the plan actually gets results in terms of permanent reading habits. Records show that many readers are not habitual readers.—G. C. COOLING, *Prin.*

**Columbus, Ohio.**—University High School. A study of the free reading habits of the pupils in grades seven and ten was started in October 1932. The tenth-grade group were the ones who in their senior year wrote *Were We Guinea Pigs?* These two groups were followed for three consecutive years. Careful check of all readings was kept and frequent conferences were held with the individual pupils by the teachers to discuss the books they recorded and to offer guidance in further reading. The account of this appears in *An Evaluation of Free Reading in Grades 7 to 12, Inclusive*, by LaBrant and Heller (Ohio State University Press, Columbus, Ohio, 1939, 158 p.). Here were discovered the ten most popular books, the ten most read authors. Those books read by five hundred or more pupils were listed by grades. A wide variety of reading was revealed. In fact evidence seems to show that a required reading course which attempts to provide a common reading experience violates individuality.—HAROLD ALBERTY, *Director*.

**Cumberland, Maryland.** County High Schools. Phonograph records are used in the English classes with the hope that many who failed to develop appreciation for good literature by reading the printed page might be

stimulated to greater appreciation through the medium of sound. A set of *Mercury Text Records* produced by Orson Wells are used. The records on Julius Caesar are used as a culminating activity.—R. T. RIZER, *High School Supervisor*.

**Hastings, Michigan.**—High School. Pupils in the high school are all encouraged to do free reading. The public library co-operates with the school. Each classroom has a library of its own books selected with pupil assistance. These books are available to the pupils at all times. Time is given in the English class for reading. The teacher has frequent conferences with each pupil during the reading period. A card filing system has been adopted for each pupil to keep a record of his reading. This card indicates the book read, the pupil's own opinion of his progress and his plans for future reading. These are summarized each semester. By this plan both the school and public libraries have not only become known to every pupil, but they have become agencies that are extensively used by them.—E. L. TAYLOR, *Principal*.

**Highland Park, Michigan.**—Senior High School. English literature has been developed on the basis of two kinds of work. The college preparatory group takes the classics necessary to prepare for advanced literature courses. The literature course for the non-college group is adapted to their subsequent needs, with the idea of instilling in them a love of reading and a desire to make reading one of their leisure-time adult activities.—LOU BABCOCK, *Assistant Principal*.

**Oakland, California.**—University High School. The school has a number of nonreaders, those who can read, but who do not. For them a course is offered in leisure reading in a room equipped with its own library. A large group of contemporary popular books are placed here for pupil use. At the same time, there is also a good supply of books of better literary quality. Here the pupil spends an hour a day just reading, with no requirement of formal book reports. The period is subject only to the unobtrusive and tactful guidance of a particularly gifted teacher.—G. A. RICE, *Principal*.

**Orlando, Florida.**—Junior High School. Various ways are used to develop good reading habits. A library club of pupils review books in the assembly, in the classroom, in the school paper, or on the bulletin board. Talks are given in the assembly on the books in the library. The stage is often decorated with the book jackets. A special Browsing Table on which new books are displayed is placed in the library. National Good Book Week is observed. Lists of interesting books are posted on the bulletin board alphabetically by author, thus necessitating pupils' using the card catalogue.—IVA C. GIBEAULT, *Librarian*.

**Park Ridge, Illinois.**—Maine Township High School. A reading program has been developed which has the responsibility of taking as its basic concern the wholesome, continuous growth of each pupil, helping him to become an adjusted and adjustable member of a group in which he feels secure and can make a significant contribution. By using various techniques

of understanding the pupil, his abilities, needs, and interests, by arranging an orderly series of successful reading experiences compatible with these interests, by providing opportunity for free expression, by providing for voluntary participation in activities, by establishing a free reading program, and by selecting reading material of diversified and enriched content in terms of individual and group needs, the reading program becomes a significant factor in the development and growth of the pupil in his total situation.—T. R. FOULKES, *Superintendent*.

**Pomeroy, Washington.**—High School. Free reading is definitely a part of the school's reading program. A wide range of reading material is provided in the classroom. Pupils are scaled as to their reading ability. A part of the work is that of guiding each pupil in the selection of a book near his reading level in which he is interested. Free reading periods are provided. No definite number of books has to be read. During this time the teacher helps him to improve himself. The pupil keeps a chart of his progress and of all his readings in school and at home. As a result of this program which begins in the elementary grades, seniors in high school read on the average of seventeen books, plus many newspapers, each semester as compared to four or five when this program had not been used.—GUS LYBECKER, *Superintendent*.

**Providence, Rhode Island.**—Central High School. The school for a number of years has been devoting specific effort toward the problem of improving the reading skills and habits of tenth-grade pupils. It is one of the pioneer senior high schools in the country to section its entering pupils according to their reading ability. The program includes that of developing exercises and tests to improve reading skills and techniques. They have prepared a special reading list from which pupils may make their choice. These are only suggestions and pupils may choose those not on the list if they so desire. Extra credit is given for reading other than study during out-of-school hours. No formal reports are required for the extra credit, but additional extra credit can be secured by the pupil if he will record his reading experience. Only moderate success is claimed for the program, much depending on the enthusiasm, perseverance, and the personality of the teacher. Many homes have foreign-born parents. Not even a cheap magazine is found in many of them. Some oppose securing free library cards. This, however, is required of all.—H. H. HENDRICK, *Vice-Principal*.

**Sheboygan, Wisconsin.**—Central High School. Leisure reading groups are managed entirely by the pupils and are sponsored two periods each week. Each group selects its own officers, the teacher in attendance acting purely as a sponsor and adviser. Books, magazines, and newspapers are the reading materials used. This material is largely brought by the pupils themselves. Unless a special book review or oral reading is presented, the entire thirty-minute period is spent in silent reading and perusal by the members. The reading of different types and varieties of good magazines and books is encouraged, the purpose being to acquaint the reader with the large realm of literature available for his enjoyment during his leisure moments.—A. O. IVERSON, *Principal*.

**South Pasadena, California.**—Senior High School. A guided general reading program, five periods each week, has been introduced into the eleventh grade. Pupils are allowed time to read books of particular interest to them individually. The main purpose is that of increasing the pupil's enjoyment of reading. The university accepts the course as entrance credit. The course is usually divided into a study of types of literature. One book is studied in each type. The pupil reads the book or books of his choice in this particular field in class and as homework. In addition to the books in the school library, a classroom library is built up of books from the private collections of the teacher and her pupils. Guided browsing in the school and the public libraries is a part of the course.—JOHN E. ALMAN (*deceased*), *Principal*.

**Trenton, New Jersey.**—Central High School. An experiment in English is being conducted with approximately 1,700 sophomores, half of whom take literature one semester and composition the other semester. The eight hundred fifty who are taking literature are divided into six groups. Each group is scheduled for one of the six periods in the day. On Tuesday and Thursday these groups, of approximately one hundred forty pupils each, go to the little auditorium and there hear a series of talks by members of the English faculty. One member of the faculty will give a series of talks on the novel. Another teacher may go on in the next weeks with a discussion on non-fiction, a third on poetry, a fourth on short stories and magazines, a fifth on newspapers, and a sixth on plays.

On the other three days a week each group of the one hundred forty is divided into two groups, each going to one of the two libraries in the building. There, under the supervision of one of the English teachers, they read whatever they wish in the field about which they have been hearing lectures. The only checks made by the teachers on the reading are the number of books read and a question as to how the youngster liked the book. No examination is given on what is said at the lectures. No pupils are failed in the course.—P. R. SPENCER, *Principal*.

**Weston, West Virginia.**—High School. All English classes engage in a reading project one day each week. Before the classes assemble, the English teacher has loaded the book shelves and blackboard rails with novels, biographies, dramas, short stories and volumes of non-fiction. Copies of the local and metropolitan newspapers, and old and new magazines are placed on the tables. The pupils come to class, select what they wish and spend an entire hour reading. Knowing the interests of the boys and girls, particular books are recommended to them. The reading level of the pupils is taken into consideration. For example, in the English-12 classes there may be books ranging from the level of the seventh-grade reader to that of an adult.—F. P. WEIHL, *Principal*.

## 26. Art and Music Appreciation

**Burlington, Iowa.**—High School. A clinical festival in music was organized in this area to displace competitive music contests. Evidence of success is shown in the fact that the State University, in planning the State Music Festival for 1939-40, followed the noncompetitive clinic organi-

zation, as introduced in the state by this school.—ROBERT WHITE, JR., *Principal*.

**Chevy Chase, Maryland.**—Leland Junior High School. While art is mainly carried on through correlation with other subjects, it is also offered as an elective one period a day. At all other periods of the day it is correlated with the other subjects. Whenever a teacher and her pupils feel that art would be of help in the understanding of a subject, the class meets in the art room to plan and carry out the project with the help of both subject and art teachers. Some of these projects are of only a few days duration, while others may cover a longer period of time.—HELEN BREADY, *Principal*.

**Chisholm, Minnesota.**—High School. The music program is developed so as to give all interested pupils a broad, general knowledge of music, either vocal or instrumental, or both, and special training for those who show particular interests, aptitudes, and capabilities. Vocal and instrumental music is studied by actual participation and by listening to recordings and to the radio. Student directing is stressed. Ensemble and solo classes are provided for both vocal and instrumental work for the exceptionally talented pupils. These are trained individually or in small groups. Elementary harmony and music appreciation are regular electives and carry full academic credit.

Records of the graduates in the last fifteen years of the instrumental music department show that 146 of them are now earning a complete or partial living through professional music work such as in bands, symphony and dance orchestras, church music, and music teaching. In addition, several hundreds of others are engaged in nonprofit musical activities.—ALICE E. DAWSON, *Teacher*.

**Claremont, New Hampshire.**—Stevens High School. A broad music program has been included as an essential part of the regular school program. An orchestra, a mixed chorus, a girls' glee club, and an a capella choir meet regularly twice a week for instruction and rehearsal, and the band three times a week. Free instrumental lessons are given to pupils in grades seven to twelve. Music appreciation classes meet two hours each week for all pupils in grades seven and eight. Public performances are quite frequent, both as school productions and as parts of local out-of-school programs and conventions.—S. A. DOODY, *Headmaster*.

**Colby, Kansas.**—Community High School. The music department is composed of the band, vocal and piano groups. One period daily is given over to the band. Over seventy pupils out of 312 are in the band. The vocal work consists of a chorus, a mixed glee club, mixed groups, and smaller units. The piano group receives for the most part private lessons. These pupils contribute to the high-school musical programs and act as accompanists for vocal work. The music department participates in the local civic activities, thus giving the public the opportunity of hearing the pupils and giving the pupil the benefit of public appearances. Credit is given to the extent of a major in music for those who wish. For the

others only one credit is permitted toward graduation.—F. M. FARMER, *Principal*.

**Dubuque, Iowa.**—Senior High School. In co-operation with the schools of two other cities, a music clinic festival has become an annual affair. This has taken the place of the state contest for large groups. The small groups still continue in the contest program. The festival is for three days. Critics meet the organizations for forty to fifty minutes in the forenoon. In the afternoon a clinic for the various departments is held. One day is given to vocal work, the second to orchestra and the third to band. In the late afternoon the mass groups practice and each evening a mass concert is given with one of the critics as director.—R. W. JOHNSON, *Principal*.

**East Grand Rapids, Michigan.**—High School. An art appreciation course is offered in grades nine to twelve. The classes meet daily for one hour. A somewhat chronological study of the development of art is introduced, with emphasis upon influencing factors, such as geography, climate, materials, social, economic and political conditions, and religious belief. This is then followed by a study of the minor arts. The course is developed by teacher-pupil planning, and is based on pupil interests. Furniture, china and flower arrangements are some of the units studied. Learning experiences include group discussion based on reading and observation, visits to art galleries, factories, stores, and studios.—S. E. ELLETT, *Principal*.

**Erie, Pennsylvania.**—Technical High School. A special room was provided for the child guidance clinic for the study and adjustment of all types of pupil problems. Two pupils of the art classes decorated the room. The color scheme and all other plans were worked out by them in co-operation with school authorities. So successful were the pupils in working out the color scheme and in performing the work that anyone going into the room responds with a feeling of restfulness and intimacy. It is interesting to note that one of the pupil artists who worked on this project was at one time a behavior problem in the school.—H. D. LEBERMAN, *Principal*.

**Fullerton, California.**—Union High School. In order to provide a means through which the fundamental principles of art may be applied, a course in jewelry has been introduced. Through this course pupils gain an understanding of the relationship of materials, processes and design, and enjoy the happiness that comes through activities of a creative nature. An exhibition of the work forms a part of the general school exhibit given near the end of the school year.—LOUIS E. PLUMMER, *Principal*.

**Harrison, New York.**—High School. One of the objectives of the art department is that pupils learn to appreciate the art and recognize the beauty which exists in their surroundings. A group meets weekly to hear interesting talks and discussions on prehistoric art, animal sketching, etching; and to learn to evaluate the beauty to be found in and around the village. Frequent field trips are made by the group and other interested pupils. Correlated activities involve art. Posters, signs, and decorations, murals and decorative panels for classrooms and halls form activities satis-



fying the creative desires by experiments with different materials and mediums.—ALEXANDER ARNING, *Principal*.

**Keene, New Hampshire.**—High School. Music formerly conducted on an extra-curricular basis has been placed on a regular scholastic basis with credit. A full-time teacher is engaged. As an outgrowth of this program, choirs have been formed in the elementary schools and orchestras in the junior high schools. The high school band numbers ninety pupils, the orchestra has fifty members, and the a cappella choir is limited to approximately forty voices. The pupils who "make" the choir feel as proud of their achievement as boy and girl athletes who "make" the various school teams.

Music is on an elective basis. Approximately one-third of the student body takes one or two music courses. Theory courses meet daily while practical courses meet twice a week. The music appreciation course attracts a large number of the pupils. Pupils' schedules are arranged to make it possible for them to take vocal practice in small enough groups so that considerable individual training can be given.—R. E. CLAFLIN, *Headmaster*.

**Morgantown, West Virginia.**—University Demonstration High School. Schoolroom walls are being painted by the pupils. Drab walls are taking on color and life. Several years ago, the art pupils undertook to paint a mural in the small craft room. The first attempt was not very successful. Another picture was painted over this. Neither was the second attempt successful. Pupils passed judgment, and as a result their criticism was very valuable in securing a better product. The craft room had become a laboratory in which murals are developed through experimentation.

This sort of activity lends itself naturally to integration with other subjects. It has proved a fine activity in which to develop in the pupil, patience, concentration, tenacity of purpose, co-operation, and a sense of pride in his surroundings. Every effort is made so that all the activities of the art work grow naturally out of the needs and interests of the pupils.—KATE MEREDITH, *Teacher*.

**Muskegon, Michigan.**—High School. An advanced chorus meets daily each year. Its enrollment averages about seventy-five pupils. At the culmination of the year's work, an operetta is produced. Last year Gilbert and Sullivan's opera *The Gondoliers* was presented two nights to the public. That the people of the community are gradually becoming more appreciative of music is indicated by the fact that on each night approximately two thousand people came to hear the opera.—ARLETTA GILL, *Pupil*.

**New York City.**—Lincoln School of Teachers College, Columbia University. The arts—music and graphic and industrial arts—are a definite part of the basic program and are included in all general courses in the school. The curriculum of the school is planned as a whole, not as to subjects to be covered, but rather as to concepts, attitudes, interests, and skills desired as outcomes. It is here that the arts become essential for every pupil. It is a continuous program through all the years of school. Art is not something to be picked up and put down at will. It is given a chance to function normally in the lives of the pupils. The arts are given their place as parts of the larger whole and the pupil is helped to find them in relationship. Em-

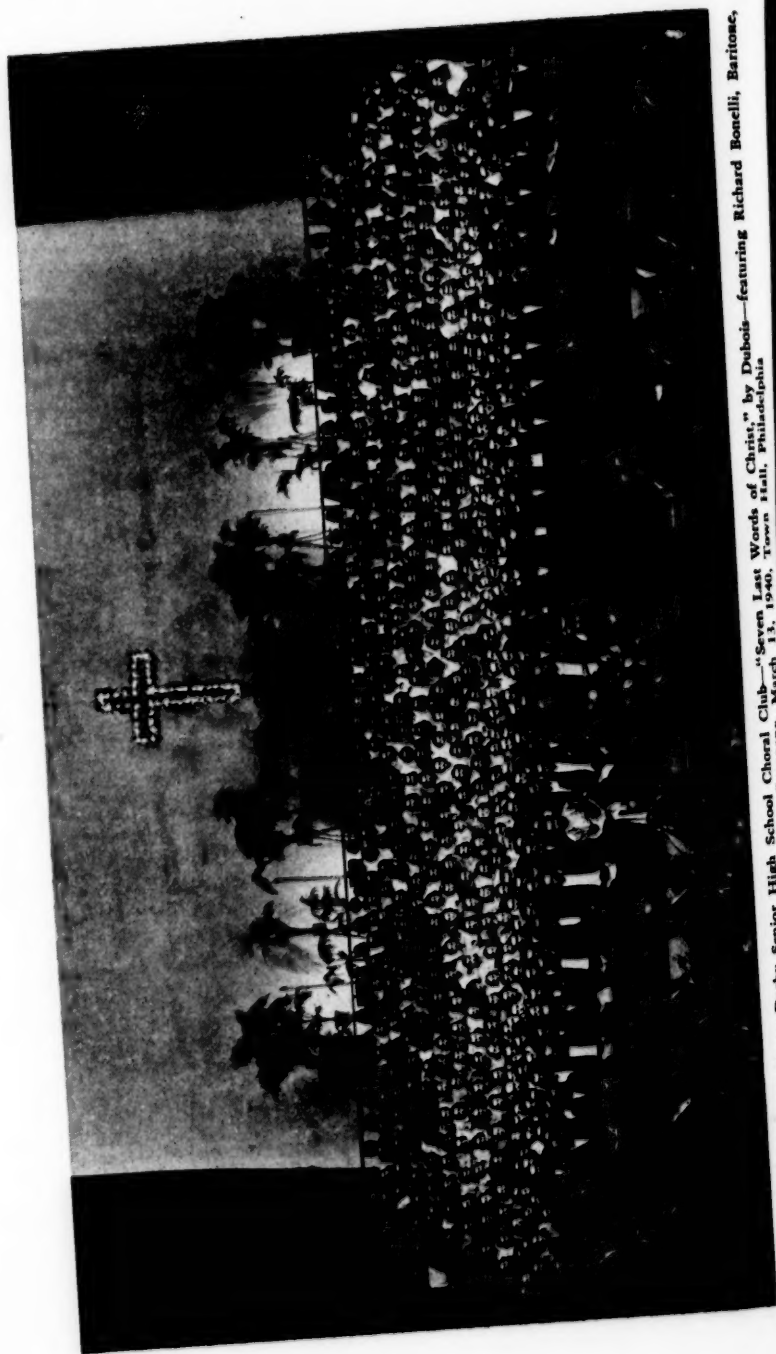
phasis is placed upon the creative aspects and appreciation, with techniques and skills taking their place merely as means to an end. Elective courses are also offered to those who desire them. In the general program there may be little or no arts at times, while at other times it may be taking precedence over all other interests. Experience in this school has shown this to be good practice.—LESTER DIX, *Associate Director*.

**New York City.**—Washington Irving High School. Every effort is made to get the pupils to realize the value of beauty in their surroundings—a practical application of art. They were asked to make a survey of community "eye-sores," for example, dirty sidewalks, garish billboards, water tanks, ugly poles and wires, and torn-up streets. They were also asked for a list of things "pleasant to look upon," for example, boulevards, shade trees, fine buildings, well-kept pavements, and statues. The class problem was to find out how they could get rid of the former and secure more of the latter, and to ascertain what was being done by the government and by local civic societies.—E. C. ZABRISKIE, *Principal*.

**Orbisonia, Pennsylvania.**—High School. Local music stores have made it possible for pupils to rent or purchase music instruments. The rent may apply on the purchase price. Every pupil who can get an instrument is given individual and group lessons by the school's music teacher during school hours. The school, numbering only two hundred thirty pupils and in a rural community, has two bands. The bass horns and drums are purchased by the school, all other instruments by the pupil. A balanced band is maintained by the music instructor, by advising all pupils before they purchase or rent an instrument. A junior band of about thirty pieces provides replacements in the senior band of about forty-five pieces.—JOHN W. MILLER, *Principal*.

**Philadelphia, Pennsylvania.**—Catholic High Schools. A verse speaking choir has been organized as a combined effort of the Hallahan and the West Philadelphia Catholic girls high schools. This combined choir has reached a high peak of artistry in the reading of nonsense, ballad and lyric prose and poetry. Programs have been presented at many local high schools and at local and distant educational meetings. Choral speaking has been used most successfully as a speech training method in these two high schools since 1934. The most gratifying result is the practical carry-over in the pupils' everyday use of speech. Many of these pupils have attained business and professional advancement as a result of being able to speak effectively.—SISTER M. GIOVANNI, *Principal, Hallahan Girls' High School*.

**Springville, Utah.**—High School. An annual art exhibit is held in April, to which nationally known artists in every part of the country send paintings. The 1940 April exhibit included 221 paintings valued from fifteen dollars to twenty-five hundred dollars each. The public is invited free of charge. Last year it was estimated that fifty thousand people viewed the exhibit. Entire schools and civic organizations traveled far to take advantage of an opportunity to see the works of great artists. At the close of the art exhibits, at least two pictures are purchased by the school. Other pictures from the exhibit are sold to art patrons.



Tenth Anniversary Concert Upper Darby Senior High School Choral Club—"Seven Last Words of Christ," by Dubois—featuring Richard Bonelli, Baritone, Philadelphia, March 15, 1940. Town Hall, Philadelphia

The first exhibit was composed entirely of Utah artists, but the next year it included paintings from surrounding states, and the following year invitations were sent to the leading artists all over the United States. An art building was erected at a cost of ninety thousand dollars to house the school's collection and to hold the annual exhibit. The school's permanent collection is now composed of some one hundred fifty paintings and pieces of statuary, valued at \$150,000.—W. W. BROCKBANK, *Principal*.

**Upper Darby, Pennsylvania.**—High School. The school has developed a music group known as the choral club, composed of about four hundred fifty pupil voices. This group works in co-operation with the local music lovers, most of whom are high-school alumni. The club has been presenting in a three-year rotation plan *The Seven Last Words of Christ*, *The Crucifixion*, and *Olivet to Calvary*. Last Easter the four hundred fifty pupils and one hundred fifty alumni, with the assistance of Richard Bonelli, a noted soloist, sang before a crowded house.—J. H. TYSON, *Principal*.

**Waukegan, Illinois.**—Township High School. The history pupils of the school staged a Mexican art exhibit. The primitive and later craftsmanship of the Mexican people was on display for the pupils and adults. Exhibits, including textiles, carvings, pictures, and tapestries were loaned by local people who had traveled in Mexico by the National Mexican Railways, and by teachers and pupils.—R. C. HURD, *Teacher*.

**Webster Groves, Missouri.**—High School. In addition to regular classroom groups in music two a capella choirs have been formed. A Christmas program of a sacred character, presented to the public, is one of the outstanding contributions of these latter groups. Other presentations are made at a nearby teachers college and neighboring high schools. For two years one choir has broadcast on a national hookup.—J. T. HIXON, *Prin.*

**West Boylston, Massachusetts.**—Edwards High School. Special attention over the past few years has been given to the development of an orchestra in the school. Last year an orchestra of twelve pieces received training. Experience was gained by public performances in their own school and in other schools and allied agencies in the surrounding area. A small fee was charged only as a means to cover the cost of music and transportation.—A. B. CRAIG, *Principal*.

**Winnetka, Illinois.**—New Trier Township High School. Unassigned teachers work in the various classes. The English class, when studying the Elizabethan Period, will have the music teacher present the music of that period, and the art teacher, the art.—M. P. GAFFNEY, *Principal*.

**Worthington, Minnesota.**—High School. The principal, the art and music supervisors, and the teachers have not only written a course of study for grades one to twelve, but also have accumulated the various material to go with each grade. This school believes that if the materials are at hand, all teachers will do a fair job of teaching pupils appreciation. A library of pictures for art study and of records for music has been developed. Some correlation of music and art has already been done in the academic subjects.—F. J. INDALL, *Principal*.

# Citizenship Achievements

## CONTRIBUTING SCHOOLS

### 27. Curriculum Reorganization

Albany, N. Y., State Dept. of Education	Huntington Park, Calif., High School
Beaumont, Tex., High School	Indian Lake, N. Y., Central H. S.
Bradford, Pa., Senior High School	Jefferson, Pa., Township H. S.
Chicago, Ill., Flower Tech. H. S.	Litchfield, Minn., High School
Chicago, Ill., Morgan Park H. S.	Lorain, Ohio, Public Schools
Chicago, Ill., University H. S.	Louisville, Ky., Shawnee H. S.
Cleveland, Ohio, John Hay H. S.	New Orleans, La., Orleans Parish High Schools
Columbus Grove, Ohio, High School	Oak Park, Ill., Horace Mann School
Dayton, Ohio, Lincoln Jr. H. S.	Philadelphia, Pa., Mastbaum Voc. School
Dayton, Ohio, R. R. 7, Fairmont H. S.	Princeton, N. J., Junior-Senior H. S.
Detroit, Mich., Southeastern H. S.	Providence, R. I., Central H. S.
Douglass, Kan., High School	Silver Spring, Md., Montgomery Hills Jr. H. S.
Dundee, Mich., High School	Trenton, N. J., Central H. S.
Elizabeth, W. Va., Wirt Co. H. S.	Yuma, Ariz., Union H. S.
Ellerbe, N. C., High School	Zanesville, Ohio, Junior H. S.
Fayetteville, Ark., High School	
Hackensack, N. J., High School	
Holcombe, Wis., High School	

### 28. Current History

Bryn Mawr, Pa., Shipley School for Girls	Miami, Fla., Senior H. S.
Farmington, N. H., High School	Mount Carmel, Ill., High School
Hiaawatha, Kan., High School	St. Petersburg, Fla., High School
Mason, Mich., High School	

### 29. Reading on Controversial Questions

Brooklyn, N. Y., Seth Low Jr. H. S.	Philadelphia, Pa., Gillespie Jr. H. S.
East Grand Rapids, Mich., High School	Sheboygan, Wis., Central H. S.

### 30. Eliminating Prejudice

Ashburnham, Mass., Cushing Academy	La Porte, Ind., High School
Barton, Md., High School	Millburn, N. J., High School
Bryn Mawr, Pa., The Shipley School	New York City, Evander Childs H. S.
Grand Rapids, Mich., Godwin Heights H. S.	Rock Island, Ill., Senior H. S.
	Terre Haute, Ind., Wiley H. S.

### 31. Training in the Art of Discussion

Antigo, Wis., High School	Milwaukee, Wis., Steuben Jr. H. S.
Atchison, Kan., Jr.-Sr. H. S.	New York City, Evander Childs H. S.
Austin, Tex., Senior H. S.	Oceanside, Calif., Union H. S.
Coalinga, Calif., High School	St. Cloud, Minn., Technical H. S.
Dubuque, Iowa, Jefferson Jr. H. S.	Seattle, Wash., Franklin H. S.
Faribault, Minn., High School	Sunnyvale, Calif., Fremont Union H. S.
Flint, Mich., Northern H. S.	Two Rivers, Wis., High School
Hammond, Ind., High School	Washington, D. C., Wilson H. S.
Harrison, N. Y., High School	Westfield, N. J., Senior H. S.
Hillside, N. J., High School	Winnetka, Ill., New Trier Twp. H. S.
Indianapolis, Ind., Shortridge H. S.	

### 32. Developing Social Attitudes

Beverly, Mass., High School	New York City, Monroe H. S.
Camp Point, Ill., Community H. S.	Norfolk, Va., Blair Jr. H. S.
Concordia, Kan., High School	Oak Park, Ill., Horace Mann Jr. H. S.
Fresno, Calif., Hamilton Jr. H. S.	Shaker Heights, Ohio, Senior H. S.
Highland Park, Mich., Senior H. S.	Worthington, Minn., High School
Kansas City, Mo., Paseo H. S.	

### 33. Evaluating Civic Training

Cincinnati, Ohio, Hughes H. S.	Tarrytown-on-Hudson, N. Y., Highland Manor School
Grand Island, Nebr., Senior H. S.	
New York City, Tilden H. S.	

## 34. Pupil Participation

Abington, Pa., Township Sr. H. S.	Millburn, N. J., High School
Berkeley, Calif., High School	Nashua, N. H., Junior H. S.
Branford, Conn., High School	Philadelphia, Pa., Germantown Friends School
Canton, Ohio, McKinley H. S.	Philadelphia, Pa., Gillespie Jr. H. S.
Ellerbe, N. C., High School	Philadelphia, Pa., Dobbins Voc. School
Fairhaven, Mass., High School	St. Francis, Kan., Community H. S.
Grand Rapids, Mich., Godwin Heights H. S.	San Diego, Calif., High School
La Porte, Ind., High School	Wakefield, Mich., High School
Las Vegas, N. M., University H. S.	Washington, Iowa, Public Schools
Long Beach, Calif., Polytechnic H. S.	

## 35. Consumer Education

Anaheim, Calif., Union H. S.	Honolulu, Hawaii, McKinley Sr. H. S.
Charlestown, N. H., High School	Lakewood, Ohio, High School
Chicago, Ill., Morgan Park H. S.	Lansdale, Pa., Senior H. S.
Cleveland, Ohio, John Hay H. S.	San Juan Capistrano, Calif., Union H. S.
Conway, N. H., Kennett H. S.	Urbana, Ill., University H. S.
Farmington, N. H., High School	Wauchula, Fla., Hardee Co. H. S.
Greenwich, Conn., High School	Yonkers, N. Y., High School

## 36. Safety Education

Athol, Mass., High School	Fort Collins, Colo., High School
El Dorado, Kan., High School	Northumberland, Pa., Senior H. S.
Flint, Mich., Emerson H. S.	Smithsburg, Md., High School

## 27. Curriculum Reorganization

**Albany, New York.**—State Department of Education. The New York State Social Studies Curriculum states that the whole environment of the school should surround pupils with conditions possible and desirable in their everyday life. The social studies program, as a part of the core curriculum, should make its proper contribution to this better living.

Emphasis is placed on citizenship and character education for "The citizenship objective in public education and the related importance of character development in the individual child and adolescent are matters which can no longer be left to casual methods or indirect procedures."

Wide latitude is given to the teacher to develop his subject in his own way and to meet the needs of the larger group as well as the highly specific needs of any special group or particular individual. The social studies program should be based on the following fundamentals. (1) Subject matter should be so graded that its complexity is adjusted to the understanding of the learner. (2) In the early years of the pupil's school life it should be devoted largely to extending and broadening his experience. (3) In his later school years it should be devoted largely to deepening his experience and powers through examining his cultural heritage in its social, economic, political and environmental aspects, and to a study, analysis and evaluation of major contemporary movements and trends which will help him to develop intelligent attitudes upon the current issues of such movements. (4) It should be built in sequence so that the earlier experiences may be utilized in the later years of the course. (5) It must be flexible and provide a variety of experiences for diverse abilities, aptitudes and interests as well as for varying local conditions.—G. M. WILEY, *Associate Commissioner*.



**Beaumont, Texas.**—High School. A student forum, *The Voice of Youth*, was organized in 1935 for the purposes of furthering patriotism, bettering citizenship, creating interest in world affairs, and enabling each pupil to understand better his country and his government. Meetings are held each week. These regular meetings are devoted to discussions of national and international affairs. Many of the topics have paralleled the discussions of Town Meeting of the Air. Some of the topics have preceded the Town Meeting programs as preparation for more intelligent listening, while others have continued the discussions following the presentations.

The majority of the programs are forums. A well-prepared pupil speaker outlines the subject for discussion for about five minutes. Questions follow from the floor for the remainder of the thirty-minute period. Other programs are presented as debates, and as panel discussions. Occasional open meetings are held at night.

One night program was a discussion of the topic, "Are the Schools Meeting the Needs of the Youth Today?" led by one of the younger members of the Board of Education. These pupils have presented programs to the school assembly, to the Rotary Club, and to a Parent Teacher meeting. They have been invited to give a program to the Daughters of the American Revolution. Membership is by recommendation of the teachers in the social studies department. About one hundred pupils take an active part in the organization.—ALYCE McWILLIAMS, *Head of the History Department*.

**Bradford, Pennsylvania.**—Senior High School. Each social studies class has its own project, chosen by a majority vote. Some of the topics include local studies of housing, health, government, youth problems, industries, police, education, juvenile delinquency, and the cost of living. A summary of the most important findings of each project is made and the resulting reports are made available to the other classes. In addition, the conclusions reached by each class are presented to the city's Current Events Club. A representative from each class will take part in a round-table discussion. In the course of this work the city officials, the Board of Commerce, and other citizens have been most co-operative and willing to give freely of their time and abilities to the progress of the projects.—JULIA J. RYDER, *Teacher*.

**Chicago, Illinois.**—Flower Technical High School. A program of curriculum study has been in operation for over three years. Some of the curriculum procedures and materials used in the inception of the program have been discontinued and others instituted, but the objective has remained the same; namely, the use of the functional approach in curriculum-making. Pupil needs in school and out of school have been determined largely through studies of questionnaires and studies of file material in the adjustment office. Questionnaires of opinion on curriculum were answered by alumni members, pupils of the school, parents of pupils, and other lay groups.

In developing this program, the usual subjects of English, social studies,

and arts are classified under one broad heading, citizenship, involving four periods daily, and the home economics, science, and health and physical education under the heading of science, involving three periods daily. The extra-curricular program is classified as individual projects. It utilizes one period daily.—SOPHIE A. THEILGAARD, *Principal*.

**Chicago, Illinois.** —Morgan Park High School. The curriculum includes a course in *Human Relations*, with the following units: brief history of the human race, man the individual, man's interdependence, race relations, mental hygiene and discipline, developing a wholesome use of leisure time, making and keeping friends, developing personality, developing character, and developing citizenship.

A course on *International Relations* has also been developed to acquaint young people with the more important nations of the world today and to inform them of the manners, customs, and achievements of those peoples of the past who have made significant contributions to human progress. The general plan of the course includes a brief historical overview of each country's most outstanding events and better-known heroes and leaders, of its unique manners, customs, holidays, and celebrations, its contributions to science, the fine arts, government, and social betterment, its education, and its religion and philosophy.

Another course entitled *The Principles, Ideals, and Achievements of American Democracy* has been developed, with the purpose of familiarizing pupils with the ways of democratic living. The first part gives attention to their rights, privileges, and opportunities as citizens of the United States. A special unit on the public school is included in this part. The second part deals with their duties and responsibilities as citizens, in terms of what a citizen should do: be loyal to his country, respect the flag, vote, serve on the jury, obey all laws, respect all representatives of government, co-operate with regularly constituted authority to promote the general welfare, be tolerant, willing to bear arms in defense of his country, serve his country in the best way possible in times of peace, respect private and public property, pay taxes in support of his government, insist on fair play and justice, and have a conduct at all times such as is becoming to a good citizen. Each of these constitutes a unit of study. The third part gives attention to the achievement of American Democracy, while the fourth part is a story of the United States through pictures.—E. V. TUBBS, *Principal*.

**Chicago, Illinois.** —University of Chicago High School. The social studies in the junior and the senior high-school program has been completely reorganized to develop citizenship. In these courses, pupils listen to ward committeemen, and listen to and evaluate radio programs. They also do extensive reading and engage in classroom discussion. It is hoped "to break down prejudices, build up resistance to propaganda, and help children to think soundly."—P. B. JACOBSON, *Principal*.

**Cleveland, Ohio.** —John Hay High School. During the sixth week of each semester, a citizenship program marks the formal reception into the school citizenry of those new pupils who have passed the citizenship test.

During the first five weeks, the pupil becomes familiar with the program of the school, its curriculum offerings, its rules and regulations, its various activities and their purpose, the building plan, the school's history, the names of the principal, the assistant principals, and other administrative and supervisory officers. As a part of the formal program, each pupil must pass a test on these items. Each learns and obligates himself to the following pledge: "As newly admitted citizens of John Hay High School, we pledge our loyalty to our school, its faculty, and our fellow students, and promise to give evidence of our loyalty by willing co-operation in each day's work."—W. L. MOORE, *Principal*.

**Columbus Grove, Ohio.**—High School. A merit plan has been instituted on a point basis. At the beginning of each six weeks, eighty points are assigned to each pupil. He may add to these during the six weeks by a variety of ways. If he ranks in the upper fourth of his class in all subjects, he is given five points; if he has perfect attendance, he gets five points; if he receives no demerits during the six weeks, he gets five points; for not being tardy, two points; participation in the assembly, two points; holding certain offices, one, two, or five points, according to its importance. Subtractions are made on the following basis: truancy, five points; misconduct, one to three points; unexcused tardiness, one point. Each six weeks, a card is given to each pupil who has a total of one hundred or more points. This the parent signs and the pupil returns it to the school at the end of the year. A merit certificate is given to each pupil, stating the number of times out of a possible six he has earned one hundred or more points. This procedure has been found helpful in developing good citizenship practices, and in improving attendance and school work.—E. F. SMITH, *Superintendent*.

**Dayton, Ohio.**—Lincoln Junior High School. The Junior Citizen's League, to which all pupils, teachers, and principals belong, has as its purpose the developing of right civic attitudes and habits through participating in the affairs of the school community. The activities are centered in a council composed of two elected representatives from each home room. Certain good citizenship qualities, such as courtesy, self-management and service, are prerequisites for election. An impressive installation service is held before the student body. The council co-operates with the faculty in planning extra-curricular activities and in prescribing rules for the safety, health, and welfare of the school. The council members are also members of the nine school commissions. Each commission is composed of four league members, one council member as chairman and a faculty adviser chosen by the principal. The faculty member chooses the chairman and these two choose the four league members. The names of some of the commissions are art, health, social service, and thrift. These meet on alternate weeks to the council meetings. Commission reports are given by the chairman at the council meeting. A council member reports to the home room the day following the meeting. Twice a year council meetings are held as an assembly program to enable any league member to express himself and to see the council's method of operation. About one-tenth of the school enrollment is on the council and the commissions.—H. L. BODA, *Principal*.

**Dayton, Ohio.**—R. R. No. 7. Fairmont High School. A social living course has been organized for all seniors, in an attempt to integrate more psychology, some philosophy, and some ethics into a personal problems course. In addition, the faculty has set up a list of units or topics with which they believed every pupil should be familiar. These include such topics as vocational information, home financing, insurance, and budget-making. These are being checked against present core subjects now offered to determine which of these topics are included.—J. E. PRASS, *Principal*.

**Detroit, Michigan.**—Southeastern High School. Sessions of the United States Senate are dramatized. Each pupil represents a senator and presents the senator's position on the question under discussion. The national party conventions are similarly re-enacted.—ROBERT L. REEVES, *Teacher*.

**Douglass, Kansas.**—High School. One day each year high-school pupils take over the reins of city government, the mayor-council type. The whole plan is directed by the class in government problems, but participation is open to all high-school pupils on a democratic basis. Political parties are organized and each holds a caucus to nominate its candidates for the offices. Voters are required to register two weeks before the election. A campaign follows the nomination of candidates.

Very willing co-operation on the part of the regular city officers in planning the duties to be carried out by student officers makes the experience practical and gives them a definite idea of some of the responsibilities of active citizenship. On the same day that the pupils govern the city, the high-school journalism class publishes the local newspaper.—GLADYS HARTER, *Teacher*.

**Dundee, Michigan.**—High School. Every effort is made to provide experiences conducive to the formation of good citizenship habits. These activities known as citizenship achievements, include the safety patrol system, parking cars, and ushering at school games and other school functions, the control of corridors, and the execution of the noon program during the winter months. The National Honor Society aids pupils in their studies. Only those who show real interest in wanting help are referred to this group.

The student council has recently appointed a student adjustment committee. It is composed of three judges, pupils, who act together on all decisions. The committee meets two evenings a week to talk with these pupils referred to them who have found it difficult to adjust themselves to others in the school. The pupil talks it over with the committee. The committee is hopeful that the pupil will see the problem in the light of the larger student group. The first offense is dealt with in a way that the pupil will not feel the committee is trying to impose upon him. At first, many of the pupils were not in sympathy with the project. In time, however, more and more of the student body are considering the work of the committee most valuable in developing good school citizens.—RUSSELL McCOMB, *Principal*.

**Elizabeth, West Virginia.**—Wirt County High School. The primary purpose of the school is to teach citizenship. The goal is to see that its graduates are properly trained so that when they take their places in society they shall become an asset and not a liability. A plan was worked out which in the opinion of all concerned has done much to raise the morale of the school. A home-room period was designated as Good Citizenship Period. In this period all the attributes of a good citizen were discussed and a code of ethics was set up by the pupils and faculty. All agreed that the pupils would be governed by these principles.

The names of all pupils in the school were placed on the Good Citizenship Roll. If and when a pupil proved himself unworthy for membership, his name was removed from the roll. In order to be reinstated to the citizenship roll, the offender appeared before the Student Council, stated the principle violated and pledged himself to refrain from further violations of the code. Only a few pupils have ever been removed from the Good Citizenship Roll. In practically every case of removal they have appeared and asked to be reinstated.—T. S. WALDO, *Principal*.

**Ellerbe, North Carolina.**—High School. Every effort is made to have student-motivated activities. In this program the pupil is placed on his own resources to solve real problems in his high-school life, the same as an adult does in his adult life. As a sample of some of the problems which the pupil experiences, the following are listed: How may we have an adequate school library, a print shop, a nursery, playground equipment, pictures for the classrooms, a functioning student government? Their action goes beyond discussion and wishful thinking. The library has been increased in eight years from eight hundred volumes to twelve thousand, and playground equipment, such as the tennis court, has been added. In all these, real educative experience is encountered by the pupils. To do this requires not only a flexible time schedule but a citizen-training centered curriculum rather than academic subject.—R. F. LITTLE, *Principal*.

**Fayetteville, Arkansas.**—High School. Each presidential election year, an election unit is studied by all pupils of the school, about five hundred, as a part of the social studies program. Six weeks of study is devoted to the unit. The home-room organization is used as the class group in which instruction is given. Each home room represents a county and combinations of home rooms make up the congressional districts. Mondays are used for planning the week's work and for giving instruction. On Tuesdays, assembly programs are devoted to some phase of the election unit being studied that week. Wednesdays and Thursdays, regular convocation days, are given over to some activity phase of the unit, usually campaigning; while Fridays are devoted to the week's culminating activity. Each week's work is outlined in a general way, so that each teacher knows how to proceed and at the same time to unify instruction from room to room. At the same time, the unit is correlated with the regular instruction in social science, English, and public speaking.—V. T. BLOSSOM, *Principal*.

**Hackensack, New Jersey.**—High School. For sixteen years the high school has experimented successfully with student-proctored study halls. It has become a tradition with the student body. Fifty or more pupils with good scholastic standing are trained by teachers for this work. These pupils not only supervise a regular study hall but stand ready to take over the supervision of study. For a faculty of approximately fifty, this almost doubles the teachers' time available for sponsoring activities or giving individual help and attention to pupils during school hours. Study hall standards have not suffered. Pupils who have proved their capacity for intelligent self-control should make a type of citizen independent in thought and self-reliant in action.—B. E. LOWE, *Principal*.

**Holcombe, Wisconsin.**—High School. Believing that children must be given an opportunity to develop initiative, responsibility, and respect for law, an attempt is made to place pupils on their own. For at least half the school day, they are not under the direct observation of a teacher. No teacher has charge of the assembly or study hall at any time. Pupils are free to leave for any part of the building. They go to the classrooms to receive needed help from the teachers, check their own books out of the library, work in the laboratory, hold discussion groups, and converse with their classmates at will. Each pupil has four regular classes under a teacher. Two general activity periods are scheduled. One is held in the forenoon for orchestra and forensics, and the other in the afternoon for athletics and dramatics. Dancing and social manners are taken care of during the many evening school parties. The school building is in use at least four nights a week for pupil activities.—C. RUSHMAN, *Principal*.

**Huntington Park, California.**—High School. In the spring of each presidential year, the school holds a mock nominating convention patterned after the national conclaves. Preliminary work begins in the fall. Two groups representing the Republican and Democratic national committees are chosen. Pupils are assigned to represent states and territories of the United States. They are instructed to correspond with political leaders, committeemen, and congressmen of these states to ascertain the attitude of their constituencies toward present party policies and presidential nominee favorites. After a study is made, a vote is taken to determine whether the convention should be Republican or Democratic.

Having had experience in conducting five such conventions since 1920, the school system has prepared a thirty-two page mimeographed bulletin on *Suggestions for Organizing a Mock National Nominating Convention for Use in Senior High School Clubs*.—RIVERA BOYD McCARTER, *Teacher*.

**Indian Lake, New York.**—Central High School. Citizenship training is afforded the pupils through such means as essays, posters, pupil participation in the serving of free hot lunches, free daily periods, boy and girl outstanding citizenship annual award, and pupils securing practical experience which directly and indirectly impresses upon them the value of formed habits of good citizenship. In the citizenship class pupil officers take charge. These officers are changed every three weeks so that all get some experience in the directing of democratic procedures.—MILTON S. POPE, *Principal*.



**Jefferson, Pennsylvania.**—Township High School. After quite some study and informal investigation, it was decided to make a careful survey of the community to determine social and economic conditions prevalent in the homes. A survey of graduates relative to the vocations and after-school employment was also made. It indicated that the great majority of the graduates remain in the community and follow the vocations which prevail therein. None of these vocations required technical training beyond the secondary-school level.

As a result, the social studies program in the twelfth grade as now carried out is mainly a program of doing those things which young people will be called upon to perform as active citizens in the community. Governmental bodies, such as the national bodies, the legislature, the town council, the school board, and civic organizations are dramatized within the school-room. Many of the problems and questions discussed and passed upon by these organizations are acted upon by the class.—A. A. HAINES, *Principal*.

**Litchfield, Minnesota.**—High School. Home visitation was made a part of the home economics course. The teacher states that it was here that the need for adjustment and change in the subject matter of the course was revealed. Visiting the rural homes revealed that some families lived in remodeled chicken coops, some in two-room houses with a ladder leading to the sleeping quarters in the loft, and many in unclean, dingy-looking houses. It revealed that the previous course dealt with examples and comparisons of home furnishings and living conditions with which many pupils had never had experience. The course was immediately revamped. Pupils learn to make attractive couch covers, good designs in rag rugs, to place their furniture in an attractive manner in each room, how a few coats of paint and how cleanliness can add much to the attractiveness of the home.—H. L. BETTENDORF, *Principal*.

**Lorain, Ohio.**—Public Schools. On the Sunday evening nearest Constitution Day the school sponsors a citizenship initiation ceremony, in honor of the young men and women of the city who were old enough to vote for the first time in the November election. Directed by five school men appointed by the president of the Board of Education, the project keeps clear of all political and religious partisanship.

A committee of principals and teachers from all parts of the city send a written invitation to all these young voters. A special service is given in their honor. Near the close of the program they receive a booklet, *Constitution of the United States and Manual of Citizenship* and a pocket-size silk American flag. The entire ceremony, lasting but little more than an hour, moves rapidly from invocation to benediction. It is dignified and impressive. The new voters leave the meeting with a deepened sense of the high privileges and profound responsibilities of American democracy.—P. C. BUNN, *Superintendent*.

**Louisville, Kentucky.**—Shawnee High School. The history classroom had five bulletin boards on its walls. The teachers were responsible for the displays placed on them. Finally the plan was adopted of assigning this responsibility to pupils. Five different social studies classes used the room

each day, so a pupil in each class was appointed to place a display on one board. At the beginning of the class period, the owner of the display took five minutes to explain and discuss his project. The class as a whole graded the display, keeping in mind adaptability, suitability, and appropriateness. Thus all boards had new displays each day. Each pupil in each class plans his display days ahead.—GEORGIA WHEELER, *Teacher*.

**New Orleans, Louisiana.**—Orleans Parish High Schools. The school is attempting to offer a broad general education to all boys and girls, whether they plan to prepare for occupations immediately after leaving high school or have in mind the type of preparation which is required for college entrance. It definitely is not a vocational school, where skilled artisans are developed. The entire general curriculum has been organized for the purpose of developing socially competent citizens. The program does not neglect the general academic backgrounds which are so essential to effective thinking and living, but it does lay particular stress upon educational activities which will accustom the pupil to functionalizing knowledge in life situations. The objectives of the first two years in the industrial laboratories for boys are prevocational and exploratory. Activities in this area of the curriculum will no doubt produce manipulative skills but only incidental to the more important objectives expressed above. In the homemaking area of the curriculum, the same philosophy obtains, in that skill in sewing and cooking is subordinated to the objectives of effective home management.—L. J. BOURGEOIS, *District Superintendent*.

**Oak Park, Illinois.**—Horace Mann School. The pupils became enthused with the idea and the use of a school code. They spent more than five months studying other school codes, carefully reading and studying the U. S. Constitution, analyzing and discussing the purpose of a code—finally deciding that it is a guide for right attitudes—making the code, adopting and signing the code, and pledging themselves to support it. In addition to a statement of the purpose of the code, twenty-five items were included in the final code. That this had direct as well as indirect values is apparent in the statement of the teacher working with the pupils: "I've never had so many seventh and eighth graders read the Constitution of the United States and really study it of their own accord under any other circumstance."—MAMIE L. ANDERZOHN, *Teacher*.

**Philadelphia, Pennsylvania.**—Mastbaum Vocational School. Formerly many of the trade pupils were graduated without any social studies. Five teachers were appointed to develop a course in vocational civics. After its introduction into the curriculum, bi-weekly meetings of the teachers of this subject were held. From an extensive list of units, certain units were selected for the year's work. Aids and outlines were prepared and distributed to the teachers. This allowed for the introduction of current issues and provided opportunity for developing special fields of interest according to teachers and pupils. The six units chosen were orientation, rise of science, political systems of the world, capital and labor, consumer education, and personality. These units were prepared on the seminar plan. Each com-

mittee member, librarian, and principal, volunteered to prepare a unit that was of particular interest to him. These were then discussed at the committee meeting and revised for trial in the classroom. Following their use, they were again revised by committee meeting. No set text was used. Pupils assisted in determining content.—CAROLINE A. SLOTTER, *Teacher*.

**Princeton, New Jersey.**—Junior-Senior High School. A citizenship grade is given in connection with each grade given in a school subject. For example, a pupil in English may receive a B2 grade. This means that he has received B for scholarship and 2 for citizenship. The citizenship indices are: 1, representing an honor citizen; 2, a good citizen; 3, a citizen below average; and 4, an unsatisfactory citizen.

The citizenship grades are based on four characteristics: (1) Co-operation with teachers and with other pupils, thoughtfulness of others, tactfulness, spirit and attitude toward school and ability to adjust difficulties; (2) reliability—assumes responsibility, prompt in completing work, high regard for honesty and truthfulness, a champion for the right, high ideals and standards of conduct and industrious and ambitious; (3) contribution—to academic standards, to student government, to clubs, to sports, to committees and other school activities, and to school morale; (4) personal qualities—neatness and appropriateness of person and dress, cleanliness, orderliness, good speech, and good manners.—T. B. BERNARD, *Principal*.

**Providence, Rhode Island.**—Central High School. In the ninth grade pupils answer a questionnaire about their intentions of staying in senior high school. Each term sixty-five boys and sixty-five girls are chosen from those pupils who say that they plan to leave school at the age of sixteen or at the end of the 10B grade. This provides two classes for each of the two counselors. These pupils are placed under a special counselor who instructs them in English, social science, and group guidance, with emphasis on subject material that is considered of special benefit to those who are finishing their formal education and entering some employment. Science and their vocational electives are taken in the regular classes of the school. A few of these pupils change their minds and decide to remain in school longer than the 10B grade. These special counselors also have charge of the follow-up of the other pupils who do not graduate.—T. F. WALSH, *Prin.*

**Silver Spring, Maryland.**—Montgomery Hills Junior High School. The general organization of the school is made up of pupil committees. Every child in the school is a member of one. All committees are organized and meet weekly under faculty sponsorship. Some of these committees are the library committee, the school welfare committee, the home-room planning committee, building and grounds committee, leaders committee, and committee in charge of lost and found.—ESTHELENE MORGAN, *Principal*.

**Trenton, New Jersey.**—Central High School. Training for the responsibilities of citizenship in the local community is an important part of the program of the social studies. As one way to help achieve this goal, approximately four hundred seniors each year take charge of the social agencies of Trenton supported by the Community Chest. In preparation

for this task, the pupils are instructed in the general social work of the city by the executive secretary of the Community Chest and by their teachers. After each pupil is assigned to an agency in line with his personal interest, he is given information as to its function and work.

The pupils actually conduct the work as far as it is possible for them to do so. Even the administration of the Chest is carried by a group of pupils who see some of the problems of modern social work from the viewpoint of an executive seeking to eliminate waste and overlapping of functions.—P. R. SPENCER, *Principal*.

**Yuma, Arizona.**—Union High School. At the present time, nine different curriculums are in the process of formulation. This work has necessitated some rather radical changes of present practices. A tentative list of twenty-six general aims has been set up. These are based somewhat on the bulletin, *Functions of Secondary Education*. It is the purpose of the faculty to teach with these aims in mind for two semesters and then, if necessary, to rewrite them.—LAURANCE T. ROUSE, *Principal*.

**Zanesville, Ohio.**—Junior High School. A ninth-grade civics course was built around, not what was considered the average community, but around one community in particular, the one in which the pupil lives. Pupils in this course use problems for discussion which are those with which their parents are confronted. The course is organized around three main types of problems, local welfare, civic betterment and strictly governmental. The work of the classroom, whenever possible, coincides with the problems confronting their parents. Pupils participate in adult activities of the community. They study local agencies by actual visits, watching, and asking questions, instead of only talking about them in the classroom. Thus their work becomes largely laboratory. Minimum assignments are required but work on extra projects is very common.—JESSE J. PUGH, *Supervisor of Civic Education*.

## 28. Current History

**Bryn Mawr, Pennsylvania.**—Shipley School for Girls. All pupils in social studies classes during their last three years in high school are required to take a special current events course. This procedure has been considered more satisfactory than that of inserting a discussion of modern times, when the class is studying the Revolutionary War. Parallel situations, however are pointed out wherever possible.—ALLEGRA WOODWORTH, *Social Studies*.

**Farmington, New Hampshire.**—High School. Each pupil, in grades eight through twelve, is supplied with a weekly social studies publication. Teaching procedure is varied from issue to issue, depending upon the articles. In addition to individual pupil reports on topics, committee reports and discussion are representative of procedure. Some form of a new type test is being considered as a means to determine the factual and functional information each pupil has gleaned from this reading and discussion.

Current history has been studied for the past five years and it is believed to be bearing fruit in an awakened and enlightened student body as

far as national and international affairs are concerned. The school appreciates that its true measure of value lies, not in the factual knowledge gained, but rather in producing an effective citizen when voting age has been reached. The headmaster states: "We are clearly puzzled as to how we may effectively measure the results of our teaching in this field, especially in a follow-up program, or as it affects pupil morale and behavior within the school itself."—E. H. PARKINSON, *Headmaster*.

**Hiawatha, Kansas.**—High School. The pupils of the world history class held a mock Pan-American Conference in connection with the Fiftieth Anniversary of the Pan-American Union. The daily sessions were one hour long and lasted for nine days. The first three sessions were devoted to the problems of the individual countries. Problems were presented by pupils chosen to represent each country. These were discussed by the entire assembly. During the fourth session a report was given by the committee on resolutions. The purpose was to reaffirm the resolutions passed at the Lima Conference, and to present new resolutions. The remainder of the conference was devoted to the presentation of problems which concerned the Pan-American countries as a whole. The conference closed with a summary by the secretary on the success of the conference, and a summary of the achievements of the Pan-American Union during its fifty years of existence by the chairman.—ZELLA ANDREWS, *Teacher*.

**Mason, Michigan.**—High School. The American history course has been reorganized in an effort to make it more vital and challenging to the pupils. The community is used as the social studies laboratory. The course is entitled *Neglected Areas* because, as the term indicates, it pertains to those phases of everyday life which too often are not given attention in school work. While a text is used, it serves only as the core or center from which the pupil branches out to fields of immediate concern to him and again returns to give continuity and unity to the study. Through the present, relationships with the past are established.—C. F. WALCOTT, *Principal*.

**Miami, Florida.**—Senior High School. One day each week in all three years of high school is devoted to a study and discussion of current problems. At present it is an adjunct of regular social studies courses. A course in *contemporary history* since 1918 is now being prepared. This will be offered the second semester of the senior year as a required course.—JULIA S. TANNER, *Head of Social Studies Department*.

**Mount Carmel, Illinois.**—High School. One period each Friday the civics class of seniors forms into five committees. The class elects a general chairman and a secretary. Each member of the class receives a weekly periodical. The general chairman reads this publication and assigns definite articles to each of the five committees. The following Friday these committee chairmen give reports of their committees followed by a quiz to the rest of the class. Each committee is free to decide their method of presentation to the class.—R. S. CONDREY, *Superintendent*.

**St. Petersburg, Florida.**—High School. A course in social studies for the nonacademic pupils has been developed on the problems-study plan. Each semester all the classes in problems of democracy in co-opera-

tion with the teachers choose the topics they want to study. These are then assembled and from the large list the important ones are woven into a sequential form. Classroom activities vary. Interviews, trips, reading, group projects, panel discussions represent a few of the techniques used.—A. J. GEIGER, *Principal*.

29. *Reading on Controversial Questions*

**Brooklyn, New York.**—Seth Low Junior High School. For a number of years the ninth-grade pupils in civics have been using the textbook only as a source of reference. The daily newspaper is used instead. In following the course of study, it is found that all the parts of the course are covered in a year's work. They are covered, not once during the year as is typical of the textbook procedure, but again and again. Human interest and achievement become the motivating forces for study. The interests and abilities of the pupils under teacher guidance determine lesson organization. Each pupil has his own newspaper and notebook. He selects a specific problem in which he is interested. From time to time he gives reports to his class upon his subject. This is followed by class discussion. Since a number of pupils choose the same subject, at various times during the term they give summaries and synopses of their topic. As a result pupils recognize the value of securing pertinent facts, of analyzing the difficulties involved, and of forecasting a probable solution.—ISAAC BILDERSEE, *Principal*.

**East Grand Rapids, Michigan.**—High School. An elective course is offered in world literature to juniors and seniors. It is an intensive reading course which aims to give pupils an understanding of racial differences and similarities as a background for the interpretation of present-day international problems. For example, early Russian literature is studied with the view of having pupils understand the Russian mind and the economic and social conditions confronting these people. The Russian Revolution is foreseen in the nineteenth century literature and modern conditions are prophesied. Similarly Scandinavian countries, Germany, France, Italy, and other countries are viewed in the light of their literature. Wide free-reading supplements common reading experiences.—S. E. ELLETT, *Principal*.

**Philadelphia, Pennsylvania.**—Gillespie Junior High School. In both social studies and English classrooms, newspapers and magazines on current events are read. Both sides of all questions are discussed and events are followed up to conclusion. Controversial problems are assigned at times and informal debates develop. No lesson is based on a single text. Many titles are available in every classroom. Library assignments usually include topics the answers to which cannot be found without consulting several books. This usually insures contact with a variety of opinions.—GERTRUDE NOAR, *Principal*.

**Sheboygan, Wisconsin.**—Central High School. An international club is organized in much the same fashion as the League of Nations Assembly. Each member represents some nation. The officers of the club with a secretary-general are members of the secretariat. The secretariat is responsible for the arrangement of programs. A member of the assembly always speaks as a representative of a nation, never as an individual. All problems are dis-



cused by the members involved and the assembly decides the issue by formulating a treaty. Aside from the fact that the members acquire considerable factual knowledge, they are continually faced with the conflicting interests of nations and the problems involved in maintaining a peaceful world.—A. O. IVERSON, *Principal*.

### 30. *Eliminating Prejudice*

**Ashburnham, Massachusetts.**—Cushing Academy. Each year soon after the Christmas holidays, a one-day clinic is held for the purpose of stimulating interest in forensics and of providing a clearing house for coaches and young debaters in getting all available material on particular debate subjects. Through the co-operation of Bates College, an intercollegiate debate is the attraction for the evening.

An outstanding authority—this year (1940) it was a prominent counsel for the Boston and Maine Railroad—opens the clinic with a talk presenting the background and history of the question under consideration. This is followed by a discussion of "What I Consider Good Debating."

Following a buffet supper, the intercollegiate debate takes place under formal rules, but without a decision. Following the debate, the entire assembly is permitted to participate in an open forum, during which time the pupils ask very pertinent questions of the collegiate debaters, who must reply from the stage. About thirty-five schools participate each year.—C. P. QUIMBY, *Principal*.

**Barton, Maryland.**—High School. The social studies teacher was interested in making practical applications to classroom teaching. Correlated with the teaching of tolerance and the elimination of prejudices came the doing of things which would tend to make them habitual. Being the leader of a Boy Scout troop the two conceived the idea of attending the various churches of the community. The boys became enthusiastic about the project. As a result for a number of years the troop had 100 per cent attendance for one month each year at the two Protestant and one Catholic churches in the town. This town is reported to have the largest proportion of Boy Scout members for its population of any town in the United States.—G. C. COOLING, *Principal*.

**Bryn Mawr, Pennsylvania.**—The Shipley School. All available devices to discourage race and religious prejudices are used. The most successful one at present is that of bringing a German refugee to live in the school.—ALLEGRA WOODWORTH, *Head of the Social Studies Department*.

**Grand Rapids, Michigan.**—Godwin Heights High School. The Progressive Education Association tests on the elimination of prejudices have been given. No controlled educational and evaluation plan has as yet been set up to prove any change in prejudices or habits of thinking. The school is interested in this problem and hopes to continue in an effort to ascertain the extent to which pupils' prejudices are removed.—G. IRENE SAUR, *Principal*.

**La Porte, Indiana.**—High School. At all times, an effort is made to teach pupils to base their opinions on factual data. They are taught that

organized groups are at all times bidding for their support and that they should make their decisions in light of this fact. The subject of propaganda analysis is discussed. Such topics are discussed as the minority always has the right to try to convince the majority, freedom of the press, an opposition is necessary in a democracy, and people must make up their minds if any worthy action is to take place. Each teacher at all times attempts to be a living example of a rational, tolerant, socially-minded human being.—JOHN FRENCH, *Principal*.

**Millburn, New Jersey.**—High School. The open forum technique is used in this school. Every room of the school has a daily morning newspaper. No pupil may ever be forbidden to read the newspaper at any time. Anything in the newspaper that is pertinent to the classwork at hand may be brought up and must be given consideration. The home-room period is held one day each week during the activity hour. One of three programs is possible, either discussing questions of academic morale, or school morale, or discussing some question of local or public interest. These are carried on by the pupil with teacher guidance, not domination. Oftentimes the assembly program is of the Open Forum type.

The school has a Forum Club, which provides the chairman of the meeting. It either furnishes the panel members from its group or gets them from the student body. The club develops bibliographies for home-room use. In the home rooms, the discussions are usually preliminary to main discussion. There is no time limit to these main discussions, stopping when it is no longer profitable to continue or when the pupils still have a keen interest in the problem. While the panel discussion is used most frequently, it never consumes more than twenty minutes. The question is then open for discussion. The purpose is to teach the pupil to be able to read the newspaper discerningly and to tell the difference between a real newspaper and a parade of scandal. An attempt is being made to implement Function VIII.—R. J. BRETNALL, *Principal*.

**New York City.**—Evander Childs High School. A good-will committee, consisting of a teacher representing each of the subject departments was formed in order to mobilize the good will and the wisdom of the faculty against a spirit of intolerance which in the world outside is insidiously tending to undermine the foundations of American democracy. The committee has secured the co-operation of every department of the school, the student general organization, and the Parents' Association. It has in its files a record of the direct and indirect ways in which teachers of all subjects try to inculcate just, humane, and sane Americanism. There have been dramatic and oratorical assembly programs in which such ideals have been given inspiring expression. Recently, the clergymen of all of the churches in the community expressed their sympathy and admiration of the work being done and promised their whole-hearted support of the program.—HYMEN ALPERN, *Principal*.

**Rock Island, Illinois.**—Senior High School. Units in the senior English courses are devoted to a study of the newspapers and magazines, in an effort to teach pupils to read intelligently, to do sound thinking, and to

develop the habit of using critical standards of judgment. Attention is given to teaching pupils how to evaluate good publications, how to detect propaganda and editorial bias in the news, and how to check facts. These units have been introduced largely upon the assumption that the press, magazines, newspapers, and books form one of the most important agencies in the molding of the attitudes, opinions, and beliefs of the American public.

As an aid to groups, a verbatim report of the discussion on a particular topic has been mimeographed and distributed to the other classes. In these the techniques of procedure in the discussion of a topic are logically presented in an effort to train pupils in the habit of sound thinking and to develop in them the ability to detect sophistries.—O. B. WRIGHT, *Principal*.

**Terre Haute, Indiana.**—Wiley High School. The whole tone of the history department is toward effective civic-social-ethical qualities. Wide use of references is the practice in the attempt to encourage habits of fact-finding, tolerance, and open-mindedness. Discussion is encouraged, committee work and socialized recitation being means to this end.—W. S. FORNEY, *Principal*.

### 31. Training in the Art of Discussion

**Antigo, Wisconsin.**—High School. The traditional interscholastic debating activities have been displaced by a pupil discussion group. This group meets regularly once a week. Instruction is given in discussion methods, and speech training. These pupils work in smaller groups upon a topic of interest to them. The result of each group's work is presented to the larger group for discussion. Once each week an outside speaker is secured to give the introductory talk.—C. J. NUESSE, *Teacher*.

**Atchison, Kansas.**—Ingalls Junior-Senior High School. A forum discussion somewhat different from the usual form has been organized. It is known as *Student Life Interest Forum*. During the activity period, one day each week, all of the ministers in town spend a forty-minute period in the various home rooms discussing questions and problems which the pupils have presented in advance. Different ministers go to the different home rooms each week and by the end of the year every minister has been to all the home rooms. This plan seems very worth while. It gives all of the pupils contact with all of the ministers, thus broadening the individual and tending to break down any feeling of intolerance. Without making an issue of it, the pupil is exposed to spiritual guidance. There is also the direct educational value which always comes from the discussion of current problems. Since the group is small the pupils feel no hesitancy in participating in the discussions.—G. L. CLELAND, *Principal*.

**Austin, Texas.**—Senior High School. Practically all the pupils are members of the student discussion or forum groups. These groups, each approximating a class in size, meet at a definitely scheduled forty-minute period every two weeks. Each group is in charge of a student leader who has been trained for the job. A teacher acts as adviser to each group. Groups are formed from an alphabetized list of pupils. Those not desiring to participate—and there are very few—report to study hall. The pupil who

misses no more than two of the discussion meetings during a semester receives one-quarter of a credit. The adviser checks the roll only for those who desire credit. Topics of the day are discussed. At the end of each semester the pupils vote on the best leader. This person is then awarded a medal. Recently a forum advisory council has been formed to offer suggestions and implement improvements.—G. H. WELLS, *Principal*.

**Coalinga, California.**—High School. More than twelve hundred high-school pupil delegates from the high schools of Kings, Madera, and Fresno counties in California meet annually for a one-day conference on ideals. This conference on ideals has become an annual affair for the last ten years, with a different school playing host each year. Its purpose is to give high-school pupils an opportunity for free expression. In addition to a general assembly, an address by a noted speaker, and a get-acquainted lunch hour, two discussion meetings are held. These discussion meetings are broken up into small groups of about twenty-four pupils. The afternoon discussions are a continuation of the forenoon discussions. Each group has two student leaders in charge and a teacher adviser. Last year twenty-four topics were chosen. Each delegate selected the topic in which he was most interested. Some of the topics discussed were California's Migrant Problem, Ideals, School Dance or Road House? Girl Dates Boy, After High School —What? More and Beter Social Life in High School, Can We Keep Out of War? Modernizing Teachers, and Building Personality and Charcter in High School.—WALLACE MOORE, *Principal*.

**Dubuque, Iowa.** —Jefferson Junior High School. A unit of study has been developed on *Some Phases of the Purposes of Education in a Democracy*. This is the result of three years of pupil research under teacher direction. It is the pupils' purpose in this unit to secure an intelligent understanding of the traditions of self-government in school, the opinions of educators and others about the traditions of education in a democracy, the things which a democracy gives to its people, some changes that have been made in education to prepare people for citizenship in a democracy, and some other changes that some people think should be made in present plans for education in a democracy.—L. F. McDONOUGH, *Principal*.

**Faribault, Minnesota.**—High School. A forum club was organized for two purposes: to give pupils a chance to participate in free discussion about problems of democracy and to give them some activity similar to debate that would provide them with the opportunity for oral expression, as well as an opportunity to develop their own ideas on these problems. Two meetings, one during school hours and one after school hours, are held weekly. Part of the time is spent in directed study, but most of the time during the meetings is devoted to discussion. Pupil leaders take charge. Once each month the organization meets at a dinner meeting, at which time they secure an outside person to lead the discussion. The high point of the year is the joint meeting held by six high schools in this area in the spring of the year. Each high school sends delegates from their group. Some outstanding person is chosen for discussion leader.—C. L. AMUNDSON, *Principal*.

**Flint, Michigan.**—Northern High School. A plan of procedure has been devised by a group of pupils and their teachers in an effort to determine some generally adaptable procedures in problem-solving or in the study of specific social problems. This method of handling current history problems involves first an understanding of the problems at hand, that is, background. This includes reading for background, forming a decision as to what kind of a problem it is, considering proposed changes, listing the class's interpretation of the facts, listing principal arguments in parallel columns on the board, weighing arguments, pro and con, drawing up plans for solution, and taking final action.—C. G. WRIGHT, *Teacher*.

**Hammond, Indiana.**—High School. Each year, monthly forum discussion meetings are sponsored by the Student Association of the high school. An outside speaker is secured for each meeting. He discusses the problem and then the student president takes charge of the discussion. Topics, speakers, and dates of the meetings are announced for the entire year at the beginning of the school year. Such persons as Louis Adamic, Eva Lips, and Russell Shull have presented topics. Some topics were: America in the Present World Crisis, I Saw It Happen in Germany, Let's All Be Americans, and How Far Should the National Government Extend Its Power. Student discussion groups are quite prominent throughout the state. State, regional and local organizations have been formed within the state and a student discussion convention is held annually at some central point in the state.—THELMA ROBISON, *Teacher*.

**Harrison, New York.**—High School. One of the newest clubs is the current problems discussion group. The members of this group meet regularly to discuss the problems which are confronting the United States and the world. Here pupils are taught the art of discussion and co-operative thinking.—ALEXANDER ARNING, *Principal*.

**Hillside, New Jersey.**—High School. As a means to train pupils in the art of discussion and to arouse interests in the various ways in which leisure time may be spent, a special unit on the use of leisure time has been prepared. A group of discussion meetings is held during the year in which the school faculty discusses various fields of recreation or interests. The project is a part of the Problems of Democracy classwork and is attended by these pupils. By this plan, pupils see how teachers discuss problems. They adapt the procedure to their own discussion of problems in their classwork. At the same time new interests may be aroused in the pupils. Pupils are given the opportunity to ask questions during all discussions.—WALTER KRUMBIEGEL, *Faculty Adviser*.

**Indianapolis, Indiana.**—Shortridge High School. Of their own initiative, a group of pupils became interested in organizing themselves into a discussion group simulating a senate body. They have officers, observe parliamentary rules, and introduce bills. These bills usually represent some national problem before the people. The group discusses the bill and votes upon it. Members of the group adopt names of the various U. S. Senators. This has been found to be a good way of getting pupils to take an increased interest in national affairs and to study and discuss the doings of Congress when it is in session.—W. G. GAMBOLD, *Principal*.

**Milwaukee, Wisconsin.**—Steuben Junior High School. For a number of years the discussion method has been consistently used as a classroom procedure. The panel type has been used most frequently. Pupils throughout the school are taught correct and effective procedures in discussion. As a result of this direct training, they have become efficient in its use as a means of learning. So successful have they been that groups from the school have made public demonstrations before many teacher and school administrator meetings throughout the state.—G. E. TIEFENTHALER, *Principal*.

**New York City.**—Evander Childs High School. Five student discussion and study clubs function under the auspices of the social science department—the economics club, the current events club, the foreign affairs club, the industrial problems club, and the know-your-city club. All shades of opinion are permitted so long as the young people do not violate the canons of good taste, and discuss matters in an orderly way and not in conflict with the ideals of American democracy. The faculty advisers of these clubs are broad-minded, tolerant, and well-informed. They guide discussion skillfully, directing the trend, making sure that the pupils grasp fully their responsibilities to society. They realize that the policies or measures proposed must operate for the best interests of the greatest number of people. These clubs are one of the best arguments against dictatorship, either from the left or from the right.—HYMEN ALPERN, *Principal*.

**Oceanside, California.**—Union High School. The student council has inaugurated a *Town Meeting of the Air*. Timely subjects that are associated with school life are chosen. Two speakers present opposite sides on the questions. After the subject is discussed by the speakers, the pupils in the audience ask questions or give their opinions on the subject. A secretary takes down all the main points brought out by the audience or the main speakers so they can be used in forming decisions made by the student council. At first precautions were taken by "planting" members in the audience who would lead the discussion. This was not necessary, for the pupils entered into the question like seasoned debaters. The whole program has been such a success that a school forum is held at least once a month.—R. I. HALE, *Principal*.

**St. Cloud, Minnesota.**—Technical High School. Pupils in the social science classes are taught the art of discussion. Topics of present public interest form a large part of their work. For example, when the Neutrality Bill was before Congress, the pupils discussed it. They used magazines, newspapers, and other sources in the library. Pupils presented not only their own opinions but to a great extent reflected the thinking of their parents. They wrote to their senator, telling him of their stand on the problem. A number received replies in the form of letters and speeches. They not only learned to think through these questions and to think co-operatively, but they also gained valuable experience in the contacts with those persons who actually decided these issues.—GERTRUDE B. GOVE, *Teacher*.

**Seattle, Washington.**—Franklin High School. The school has changed from the old debate system to the newer method of Problem Solving Debate. An attempt is made to give an unbiased, co-operative approach



to the problem with a "broad tolerance for, and an unbiased evaluation of all suggested solutions." The school believes that clear thinking on any subject requires an unprejudiced approach and that this new movement can develop into one of the strongest safeguards of democracy. Co-operation is the chief characteristic of the method.

In the problem-solving method of debate, there are seven speakers. The analysis speaker gives an unprejudiced analysis of the problem, including an adequate presentation of the facts and criteria for the audience to use in judging the solutions. Four solution speakers, two from each side, present a solution with a logical argument for it. Two evaluating speakers then make an analysis and comparison of those solutions presented and draw an unbiased conclusion as to their worthiness. If no suitable solution has been given, the evaluators may give a solution of their own, including the good points of the previous ones.

The squads are classified as A or B teams, since there are no negative or affirmative sides. The A team supplies the analysis speaker. If there is time left out of the hour allotted to the discussion, the chairman conducts a question period in which the audience may question any of the speakers. At the end of the debate, it is up to the individual to judge for himself who won the contest.—S. P. TRATHEN, *Principal*.

**Sunnyvale, California.** —Fremont Union High School. Emphasis is placed on the art of discussion in the political science class. The class, in addition to their regular classroom work, sponsors and participates in a weekly evening adult forum held in the high school. The Town Meeting of the Air is first heard. Then two adults present to the audience each side of the question, each being given fifteen minutes. Following this, twenty minutes is given to the audience for questions and discussion. All questions are written. Another project of the class was that of the preparation of a handbook on *Procedure of a Discussion Club*. This is made available to the forum group and others at twenty-five cents each.—J. MULKEY, *Vice-Principal*.

**Two Rivers, Wisconsin.** —High School. In an effort to make the work of the school as realistic and functional as possible, each year special attention is given to some current national question. For example, one year one hundred eighty sophomore geography pupils staged a Pan-American congress when one was actually in session in South America. A general committee composed of a representative from each geography class developed plans for the conference. First the class decided it best to secure some basic information about the twenty-one countries in the Americas. The committee helped to build up a library of reading, pictures, and object specimen material in the classroom. After three weeks of planning, organizing, and studying, the week preceding Pan-American day was set aside for the conference. This was modeled after the real Pan-American Conference. Each of the geography classes held its own conference—twenty-five sessions in all. Resolutions were drafted, introduced, discussed, and adopted. As a final part, a play written by one member of the class was presented before the school assembly. In addition to giving the study of geography a

realistic touch, pupils learned to discuss problems, to think co-operatively, and to become internationally interested.—L. B. CLARK, *Principal*.

**Washington, D. C.** —Woodrow Wilson High School. Student discussions of personal and social problems have been an integral part of the educational offering of the school. Leadership is centered in a student organization known as the Panel Club. Membership in the club is open to all pupils who are interested in furthering their facility in the democratic procedures of free discussion and co-operative thinking. The program is formulated and administered under the leadership of a board of directors, elected by the club. A faculty committee of three, chosen by the principal, serves in an advisory capacity.—N. J. NELSON, *Principal*.

**Westfield, New Jersey.** —Senior High School. The forum club, a voluntary organization, is composed of juniors and seniors. Its activities include projects involving only club members, school-wide forums, and interschool discussions. The program is blocked out in advance, but is flexible. The usual club officers are elected. The program committee meets once a week with the sponsor. Two meetings are held monthly; one afternoon and one supper meeting, the school cafeteria being used for the latter.

The club activities devolve entirely upon the members. A variety of types of discussion are used. Sometimes a discussion meeting is preceded by a moving picture, such as *The River*. Use is made of the bulletins of America's Town Meeting of the Air. Field trips are made, in order to have first-hand information about the topic under discussion. These are all programs among the club members. The same may be put on as an assembly program, thus becoming school-wide. Again, a program may be put on in another school on an exchange basis, thus becoming interschool. Ten high schools now constitute the New Jersey Interscholastic Forum. Each school has from six to eight forum programs a year in other schools. Again, all these schools may meet as a group and the forum participants represent the schools. Ordinarily one rehearsal meeting is held at the host school. The programs are under complete student control. Through such procedures, the school offers a unique opportunity for implementing the social studies curriculum, the aim of which is to further the democratic process by developing adequate environmental controls.—F. N. NEUBAUER, *Principal*.

**Winnetka, Illinois.** —New Trier Township High School. The student council last year took as its project the co-operative development of a few basic principles of democracy. They proposed methods by which an understanding of the theory and practice of democratic living could be secured. They studied and discussed for several weeks the general philosophy of the school as set up by a faculty committee. The executive board met for eight hours nearly every Saturday in the school year to evolve a first draft. This was then discussed by the council. They meet with the special faculty committee on democracy, studying, analyzing and discussing this, sentence by sentence. The council then made modifications and changes for submission to the student body for their adoption. These principles have

been well thought-out by the pupils, giving rise to many open forum discussions entirely in the hands of the council. Not only did these pupils learn the art of discussion and the habit of working co-operatively on a project, but they also realized that they had a vital centralizing power for better living in a democracy under real, not make-believe situations.—A. W. TROELSTRUP, *Teacher*.

### 32. *Developing Social Attitudes*

**Beverly, Massachusetts.**—High School. A course called Social Agencies has been offered to twelfth-grade pupils the past four years. It is intended primarily for those not contemplating higher education. It is an attempt to bring about a better understanding of the social work of the community, the region, and the nation, to arouse a desire on the part of the pupil to share in the work, to acquaint him with opportunities for service, and to assist him in methods of evaluation of such agencies. The public and private agencies of the community, more than fourteen in number, are studied. Each agency constitutes a unit for study. Suggested questions, references, and report topics are given under each unit. A reaction of a pupil in the course is typical of their response as to the value of the course: "The course in social agencies will be indispensable when I go out into life. I shall find no trouble in getting along with these agencies, as I know that they are here to protect me and I shall pay for their support willingly." In developing this course, the school receives complete co-operation from the various agencies.—F. H. PIERCE, *Principal*.

**Camp Point, Illinois.**—Community High School. As a means to familiarize and interest pupils in civic problems and to develop desirable attitudes concerning social and economic problems, the economics class made a survey of the local community. Items relating to the family, the home, occupations, transportation facilities, and economic security, including income range and sources of food were covered in the survey. The local newspaper co-operated in the project by giving publicity to the survey.

The class was divided into three squads of three pupils each. Each squad was assigned a definite section of the town. The material was personally distributed to the homes one day and the report gathered the next day. The survey and tabulation was done during class time, requiring about two weeks. The material presented specific source data for use in the school.—H. L. WILKEY, *Teacher*.

**Concordia, Kansas.**—High School. Each year every home room provides one or more baskets of food to be delivered before Thanksgiving to needy homes in the community. Each room prepares a balanced basket. When preparing the basket the name of the needy family is known so that as nearly as possible it is suited to the needs of that family. The baskets are collected and arranged on the school stage the last school hour preceding the Thanksgiving vacation. A school assembly program is arranged. After this, seniors of the social studies classes deliver the baskets. In each basket is an envelope containing a card printed as follows: "That you may

know we are striving to be to you the same kind of a neighbor we know you would be to us if our positions were reversed, we offer you this basket." Donations for these baskets are voluntary. More than thirty-five families have been reached in this manner at one time.—W. B. SKELTON, *Teacher*.

**Fresno, California.**—Alexander Hamilton Junior High School. Every pupil is rated by each of his teachers every six weeks as to his citizenship qualification. The four items included are health, work, social habits and school attitude. He is rated either satisfactory or unsatisfactory. If he is rated unsatisfactory by a teacher in any of the four qualities, she gives an explanation of the rating.—WALTER C. SCHLIEN, *Principal*.

**Highland Park, Michigan.**—Senior High School. A sociology course (a one semester course) in the twelfth grade is required of all pupils. The course is organized on two intellectual levels—pupils who are capable of carrying college preparatory work and pupils who need to have a more general course with modified content. The course stresses human relations. The college preparatory course approaches human relations from the biological angle. No textbook is used, but a great number of articles pertinent to the course are read. Free discussion in the class is encouraged. Questions, covering those items about which the pupils are confused in their thinking, are discussed. The problems center around the needs of the individual in his home, in his associations in school, and in the community at large.—LOU BABCOCK, *Assistant Principal*.

**Kansas City, Missouri.**—Paseo High School. The school has a regular ceremony in which the freshmen are inducted into the school. A nine-page pageant has been prepared. The various activities of the school are portrayed. Near the end of this impressive ceremony the following creed is repeated: "We believe in the loyalty and good fellowship of the student body of Paseo High School. We believe in the students as a group of young people who are trustworthy, courteous, and clean in mind and speech; who are not vain in success or sullen in defeat; and who will transmit to future students the high ideals and undaunted spirit that we covet in our school. To this end we dedicate our best efforts in every worthy undertaking and pledge our assistance in upholding the standards of Paseo High School."—B. M. STIGALD, *Principal*.

**New York City.**—James Monroe High School. The school has a Peace Education Committee of teachers. In addition to developing suggestions for special day programs, giving attention to peace, they have prepared a *Peace Syllabus*. This was done in an attempt to develop attitudes of understanding and tolerance among pupils. Each subject in the school curriculum is analyzed with the view to discovering possibilities of applying the teaching of peace to each. As a result, suggestions are made as to what the teacher in each subject might do in the integration of the subject of peace with her course.—HENRY E. HEIN, *Principal*.

**Norfolk, Virginia.**—Blair Junior High School. After making a study of undesirable housing conditions in Norfolk and finding that the city has large slum areas, the pupils of the 9B civics classes wanted to know what

they could do to help call attention to the fact that something should be done about the situation. Of all the suggestions offered in class, the one that had the most appeal was the idea of making a motion picture that would show exactly what slum housing is, how it affects the people who must live in it, and what can be done about it. In spite of warnings that this film was a large order and would require much hard work, the boys and girls entered into the project enthusiastically. For two weeks a group of boys and girls met after school and labored over the writing of the script for the film. A production crew was recruited, partly from the camera club of the school. A cast was selected, and the actual shooting was begun.

In order to get authentic scenes, the entire production group and the cast went to a location in a bad housing district and in three Saturday mornings succeeded in getting all of the exterior scenes needed. For interior scenes of a slum house, it was found necessary to build a set in a vacant lot by the school. The one regret of the group was that they were unable to make a set as dilapidated as some of the homes they visited.

To show what can be done in the way of providing decent housing at low cost, the cast and filming crew visited Aberdeen Gardens, near Newport News, Virginia. When an official of the U. S. Housing Authority heard of the project he offered to help the pupils by giving them short scenes of actual slum clearance projects to splice into their film.

The picture, about seven hundred feet long, was completed at a total cost of fifty-eight dollars. Encouraged by the relative success of the 9B pupils, one of the 9A classes is producing a shorter motion picture on the subject of vocational guidance.—A. P. S. ROBINSON, *Principal*.

**Oak Park, Illinois.**—Horace Mann Junior High School. All seventh- and eighth-grade pupils in the city (eleven schools) are enrolled in the Junior Civic League. Delegates from each school meet twice each semester to discuss civic problems of vital interest to the League as a whole. Each school develops programs of its own. The purpose of the League is "to awaken an interest in civic, social, and economic problems among the pupils, to provide training in the conduct of public meetings, debates, and parliamentary law, to support and aid every movement that will promote intelligent citizenship in city, state, and nation, to establish close co-operation between the home and the school, and to train in the power to think independently and intelligently upon those problems involved in the duties of American citizenship." Having functioned for over fifteen years, it offers practical civic practice in leadership.—MAMIE L. ANDERZOHN, *Teacher*

**Shaker Heights, Ohio.**—Senior High School. A series of studies were made through questionnaires, in which pupils, patrons, and teachers not only co-operated in forming the questionnaire but also in answering it, in compiling the data secured, and in discussing the findings revealed through the questionnaire. For example, a questionnaire was developed by the superintendent, a principal, a teacher, a senior high-school pupil, and three citizens on the educational needs of a democratic society. Ten statements formed the questionnaire. Nine hundred forty-four pupils, 473 parents of pupils, and 159 teachers, a total of 1,576 persons, answered

the questionnaire. These were compiled by the pupils and reported at an evening open meeting, where the whole subject was discussed not only by adults but also by pupils. Through such, and numerous other ways, patriotism, sympathy, and civic-mindedness is promoted.—R. B. PATON, *Principal*.

**Worthington, Minnesota.**—High School. As a means of developing desirable attitudes among the pupils every opportunity that is real is capitalized. For example, the school was launching a clean-up campaign. The school janitor had served for over thirty years. So the pupils prepared a simple assembly program in his honor. Since that time, the pupils have been more thoughtful of the care of the building. Paper has been picked up more willingly, shoes cleaned more carefully on entering the building, and desk carvings less in evidence.—E. A. DURBAHN, *Superintendent*.

### 33. *Evaluating Civic Training*

**Cincinnati, Ohio.**—Hughes High School. For the past four years, an English class has included a unit on attitudes in an effort to learn what loyalties and prejudices pupils have and thus determine the direction in which to develop and strengthen attitudes essential for good citizenship. One twelfth-grade class, for example, studies the play *Loyalties*. They analyze their own likes and dislikes. Following this they then study articles such as "How Do We Get Our Prejudices," in the *Reader's Digest*. The pupils attempt to determine the origin of some of their own attitudes. Following this they are given a list of approximately fifty words and phrases. They are asked to draw a line through any of the items which after two seconds of consideration seem more unpleasant than pleasant.—INEZ STENGER, *Teacher*.

**Grand Island, Nebraska.**—Senior High School. The principal has developed an attitude scale in an effort to measure present attitudes of people about education. He has used it with seniors in high school in an effort not only to measure attitudes but also to ascertain changes in attitudes. The results have been used in developing the units of study in the social studies. In developing these units, it has been kept in mind that the values to be obtained by the pupils vary greatly, depending upon the purposes of the education program, what is taught, how it is taught, and the administrative framework. The scale contains eighty statements of attitudes or opinions about education grouped under the above four categories. The pupil marks one of five points as to how strongly he feels about the statements.—PAUL W. HARNLY, *Principal*.

**New York City.**—Tilden High School. A battery of tests given in 1936 and in 1937 to a heterogeneous group of New York State high-school pupils by the Regents Inquiry—McGraw-Hill: *Education for Citizenship*—showed Tilden High School as one of the highest in the state in regard to pupils being more public-spirited and civic-minded as a result of the work done by the high school.—ABRAHAM LEFKOWITZ, *Principal*.

**Tarrytown-on-Hudson, New York.**—Highland Manor School. The school has developed a habit-rating sheet which is marked five times each year by each of the teachers a pupil has in his classes. A composite of the



several teacher markings is made and the result forms part of the regular periodical marking system. There are twenty-one qualities listed under health habits, eighteen under home habits, twenty-six under study habits, eighteen under classroom habits, twenty-seven under personal habits, and eighteen under social habits. Opposite each of these qualities, a teacher puts a Y, N, or O, indicating respectively that the pupil has acquired this habit, has not acquired it, or follows it only occasionally.—E. H. LEHMAN, *Director*.

#### 34. Pupil Participation

**Abington, Pennsylvania.**—Township Senior High School. A community calendar was established by the school. Since so many meetings were being held in the community there were many conflicts. The Girls' Hi-Y Club of the school decided to make a survey of the community in an effort to ascertain all meetings for the year. The mechanical drawing class prepared twelve charts or calendars—one for each month—on which each event was entered in its appropriate date. As it developed community organizations began to call the school to ascertain what meetings were scheduled on a particular day in order that they could schedule their meetings with as few conflicts as possible. Since its inception three years ago, the project has been turned over to the public library, where it has since been carried on.—E. B. GERNERT, *Principal*.

**Berkeley, California.**—High School. A speakers' bureau has been effectively functioning for a number of years. A course in public speaking is a regular unit in the curriculum of the school. Any pupil who has had this course automatically becomes a member of the bureau or club as soon as he completes his first community assignment. The bureau started during a Community Chest drive when the school was asked to supply speakers to explain to the public the specific nature of the participating Chest agencies. All pupils of the public speaking class—some two hundred—went to work on the project, co-operatively securing information and facts. This has been continued and speakers are now participating in such public enterprises as the Red Cross Roll Call, Safety Education Week, Fire Prevention Week, and Scouting Week. In addition to speeches, complete programs of a varied nature are available. Over the air, on the public platform, across the luncheon table, the speakers' bureau has brought the school to the community and the community to the school. Through it, the pupils acquire first-hand knowledge of their community, its leaders, its activities, and its needs. The pupil has found he has something to contribute to his community even before he is an adult. "To speak whenever a good cause needs your voice" has been part of the creed of this Speakers' Bureau.—H. H. GLESSNER, *Principal*.

**Branford, Connecticut.**—High School. The student council, composed of two representatives from each home room, has done much that is worth while for both teachers and pupils. Inspiring reports from conferences with other councils in neighboring high schools have been made to the home room. One fine service to the community was the promotion of tree

planting to replace those destroyed by the hurricane of last year. Many school clubs planted trees on Arbor Day.—H. K. IDLEMAN, *Principal*.

**Canton, Ohio.**—McKinley High School. The graduating class of 1934 donated eight hundred dollars for use in school welfare work. Much of the fund spent so far has gone to help worthy pupils secure eyeglasses. Not more than eighty dollars can be used in any one year. Not more than five dollars can be spent on a pupil.—J. L. G. POTTORF, *Principal*.

**Ellerbe, North Carolina.**—High School. The educational philosophy that underlies the incorporation of the various activities in the curriculum of the school recognizes that these activities are not mere methods, but rather they are processes based upon the broad perspective of situations that are socially useful and intimately related to the everyday life of its pupils. Representative examples of these activities are the library of twelve thousand volumes, collected, catalogued, and cared for by the pupils; the school store, the nursery for plants from which their school, their churches, the industrial plants of the community, and two hundred fifty of their homes have been beautified; the playground equipment made by them to meet their own needs; the cabin they built for their social meetings; the student government, through which they not only govern themselves but also supervise the care of the grounds, the buildings and the rooms; the art collection of one hundred fifty fine prints distributed in the various classrooms; the print shop, in which they have done their own printing as well as that of their community; and the school paper, through which they have informed their parents and friends about the school. In these activities large numbers of pupils co-operate from time to time in the successful resolution of their own problems, supplying their own felt needs and many times those of the community.—R. F. LITTLE, *Principal*.

**Fairhaven, Massachusetts.**—High School. Citizenship training is given specific attention in the Junior Improvement Association. Civic service, its major objective, stands for service for others, for the community, state, and nation without compensation. Pupils perform services about the school and elsewhere. A record is kept of what each pupil actually accomplishes. When he has performed ten hours of service for others, he is allowed to wear a special pin; for sixty hours of service he may wear a special badge; for one hundred hours, of which twenty-five must be outside of the school, a certificate is awarded; and for one hundred fifty, of which fifty hours are non-school services, a civic diploma is given in recognition of his effort to develop the qualities of character and citizenship. In addition to a long list suggestive of acts a pupil may perform within the school for recognition, a list of community acts includes clearing rubbish from the streets, taking care of home lawns, cleaning up vacant lots, providing houses and food for birds, caring for deserted lots in cemeteries, selling Red Cross stamps, and planting trees. Each pupil member of the club takes the following pledge: "I believe in Fairhaven and have faith in its future. I pledge my efforts always to make it a better town. I will study its history, its government, and its problems, that I may prepare myself to perform intelligently and unselfishly the duties of a citi-

zen. I will care for its good name by observing its laws and by refraining from conduct unbecoming as a citizen. By loyal deeds, honest words, unselfish conduct, I will strive to serve my town, knowing that thereby I am rendering high service to my flag and my country."—F. M. GIFFORD, *Supt.*

**Grand Rapids, Michigan.**—Godwin Heights High School. Numerous ways are used in an effort to teach pupils the duties of citizenship through actual community participation. The sociology class visits all the local social agencies and makes a study of them, as well as co-operates with them. They participate in the advertising campaign of the Community Chest. Local surveys are actually made of traffic, crime, delinquency, marriage, divorce, and population.—G. IRENE SAUR, *Principal*.

**La Porte, Indiana.**—High School. Pupils work on Adult Civic Improvement committees and with committees of the Chamber of Commerce. During fire prevention week, they make a survey of fire hazards in the home, reporting them to the fire department. This group of pupils is also responsible for painting fire prevention signs on sidewalks and conducting poster and essay contests on the subject. During the spring a clean-up campaign is sponsored by the committee.—JOHN FRENCH, *Principal*.

**Las Vegas, New Mexico.**—University High School. The New Mexico University summer high school, since its pupils come from a widely scattered area, with equally divergent types of training, developed an English unit built around the recreation facilities of the local community. The unit started with a study of the amount of money spent for recreation and the number of people participating annually. From this, the work extended to pupils interviewing numerous people in the community who represented a cross-section of the population, as to their favorite recreation, time devoted to it, money spent on it, and values they considered they derived therefrom. Before the interviews, the class set up standards for efficient interviewing. A pupil committee was selected for each. Each committee studied individual accounts and made a composite report.

Following the reports, the class then selected seven topics for intensive study. Each pupil selected one of the seven areas. Each area represented a committee. Four days were spent in the library. At the end of the fourth day each pupil made an outline of his readings, his collection of pictures, and other activities. These were then combined into one outline for the whole committee. Reports and discussions were then held in the class. All the time, the teacher made note of all questionable statements and errors. These were used in work for remedial teaching. The pupils visited the city offices; the mayor of the city came to talk to the class; and the council members listened to their recommendations. Not only did this prove fruitful in English and in the improvement of social attitudes, but also in getting the community interested, with the result that a broader recreational program is now provided.—NELL DOHERTY, *English Supervisor*.

**Long Beach, California.**—Polytechnic High School. More than a hundred boys and girls of this high school are 'shaking hands with their community' over luncheon tables, at business men's meetings, at P. T. A. meetings, and numerous other meetings held during the school year in

the community. This has been the work of the Junior Speaker Bureau. The numerous groups in the city were notified that pupils were available for talks, debates, panel discussions, and entire programs. The other high schools of the city, likewise, have these Junior Speaker Bureaus. All operate as a part of the extra-curricular program, but they have in reality become a very definite part of the regular curriculum in training pupils for this work.—WILLIAM V. McCAY, *Teacher of Public Speaking*.

**Millburn, New Jersey.**—High School. The school sponsors a program known as Kris Kringle. This actually means co-operation with the local city government in doing some of the duties usually done by them. The pupils administer the entire Christmas charity program of the town, except the finding of cases. The school, in co-operation with other agencies, collects and reconditions dolls and toys (three thousand for 1939 Christmas). Money is raised by numerous means to finance the program. Christmas baskets are made up and delivered to needy families not taken care of by any other organization. A Christmas party is given for the less fortunate kiddies. A high-school pupil acts as a special escort for each kiddie. The school makes all deliveries for the Welfare Department of the city. The street department provides trucks and chauffeurs for delivery. The school works in co-operation with the Junior Service League of the community. For the last two years the school has sent a small truckload of toys to the Salvation Army in Newark. The objective of the Kris Kringle is not alone service but citizenship; to teach young people that there are problems which they can solve before they are out of school.—R. J. BRET-NALL, *Principal*.

**Nashua, New Hampshire.**—Junior High School. A group of pupils, known as the Helping Hand Club, meet one period each week during school hours to do work of a charitable nature. They do sewing for hospitals and provide toys for the children's wards.—M. J. WRIGHT, *Principal*.

**Philadelphia, Pennsylvania.**—Germantown Friends School. The school helps to run the "Tot Lot" each summer. This is a summer play project for the children of the community. Vacant lots are secured and playgrounds are developed. The pupils, in co-operation with the experienced settlement workers, plan the program for the summer and supervise and direct the activities on the lots. In addition to the salary of two settlement workers, paid by the settlement organization, the project last summer cost \$381, of which the girls of the school raised \$321. Early in the spring, the girls sign up for the weeks during the summer for which they will be responsible. Fourteen girls worked there last summer for one or two weeks each. The project ran for ten weeks, with an average daily attendance of 163 children.—STANLEY L. YARNALL, *Principal*.

**Philadelphia, Pennsylvania.**—Gillespie Junior High School. Study of institutions of government is made during elections, when pupils learn at first hand about polling places, methods of voting, and the role played by political parties. Problems concerning taxation are studied. The post office and postal system are studied. Money and the mint are investigated. The national defense is discussed. Clean-up and fire prevention campaigns pro-

vide investigation of the fire department and public works. Social conditions in the community are studied.—*GERTRUDE NOAR, Principal.*

**Philadelphia, Pennsylvania.**—Murrel Dobbins Vocational School. The school makes a collection of broken toys previous to the Christmas season. The welding classes repair them free of charge. These toys are then given to needy children of the community. The classes also repair the toys of a child if brought to the school.—*J. NORWOOD BAKER, Principal.*

**St. Francis, Kansas.**—Community High School. Each year the school selects a representative for Girls' State from the junior or senior class. This organization gives young women as future leaders of the state practical knowledge and understanding of their state government. A model state government is set up by the group. The school representative is chosen on the basis of scholarship, character, and leadership. Representatives from the high schools in the state convene for one week during the summer vacation, when this model state is created.—*G. E. GREENE, Principal.*

**San Diego, California.**—High School. The Civic Affairs Day is an outgrowth of a semester's work in civics. The course is elective and the plans for work are mapped out co-operatively by the pupils and teachers. A study of local and other city governments is made. Visits are made in the local community to secure first-hand information about the city government and its services. As a culmination of this study, the pupils secure the co-operation of the city officials in taking over the government for two hours one day. In selecting the city officers the regular method of election used in the city is followed. The elected and appointed officers study the duties of their offices. Each confers with the city official whose office he will fill. After administering the government for two hours, the pupil officers and the city officers hold a luncheon. This is in charge of a student chairman.—*MARY R. MAULL, Curriculum Co-ordinator.*

**Wakefield, Michigan.**—High School. The teaching of forestry and conservation in a practical manner has been made possible by obtaining forty acres of cut-over land from the National Forestry Service to be used as a school forest. The land is located about two miles from school. The first year (1939), twelve hundred trees were planted by the pupils under the supervision of a forester. The trees were furnished by the Forest Service. Ninety-eight pupils from the natural science classes spent an entire morning in the planting. The next year the natural science classes again planted twelve hundred trees. The project has been planned as a long-time project. A check-up is made each spring to determine the success of the previous planting. Soil erosion and its control were studied. As the forest grows, new problems involving its care will arise and give added value to the training.—*VERNE GOWE, Teacher.*

**Washington, Iowa.**—Public Schools. A special project was sponsored by the Board of Education to write a history of the public schools of the city. While this work was largely the work of adults of the community, pupils of the school co-operated with them in preparing the materials. The commercial pupils of the high school did the typing and mimeographing of the bulletin. The high school art pupils prepared the cover and other art work.—*E. A. RALSTON, Superintendent.*



The School Ascertains Its Needs.

Student Survey of Community Job Opportunities, Senior High School, Springfield Mo.

### 35. Consumer Education

**Anaheim, California.**—Union High School. A course recently introduced includes a semester each of consumer education and of personal bookkeeping. A regular text and a workbook are used in connection with the course. The course as given deals with the following: consumer and producer relationships, economics, money management, personal loans, banking service, shopping and buying methods, advertising, agencies aiding the consumer, insurance, spending for housing, investments, law, and fraudulent practices. As the course progresses, the pupils learn methods of testing goods and commodities.—J. A. CLAYES, *Principal*.

**Charlestown, New Hampshire.**—High School. A course in consumer education has been introduced into the curriculum. Pupil interests largely determine the units in the course and the amount of time spent on each unit. Units include advertising, buying and selling methods, money management, personal loan companies, frauds, and agencies helping the consumer. A school laboratory is being developed. In the near future it is hoped that pupils may go to the laboratory and test many of the more common articles consumed in everyday life.—WILLIAM H. STEELE, *Headmaster*.

**Chicago, Illinois.**—Morgan Park High School. The school offers a course entitled Producer and Consumer Education. Six objectives have been set up in the course: To develop (1) an interest in securing greater satisfaction from money spent, (2) the ability to evaluate and use available information concerning materials to be purchased, (3) the ability to know goods and services on the basis of definite standards, (4) the ability



to evaluate, to some extent, consumer guides, (5) the desire for legislation which will make it possible for the consumer to be a more intelligent buyer, and (6) a desire to use means other than legislation to improve buying habits.—E. V. TUBBS, *Principal*.

**Cleveland, Ohio.**—John Hay High School. A special course known as Senior Science is being developed, with the purpose of making more intelligent buyers. In this course analyses of articles used every day are made. As examples, soaps, toothpastes, foods, fuels, clothing materials, cosmetics, and patent medicines are analyzed as a part of the classwork. Topics, such as how to buy a new or used car, how to reduce the cost of upkeep, and how to buy or build a home, are investigated and discussed. By keeping the course practical and objective, pupils develop a keener sense of discrimination in buying.—W. L. MOORE, *Principal*.

**Conway, New Hampshire.**—Kennett High School. A separate course in consumer education is being developed. Pupils of the class have made a survey of items which are used most frequently in the home. These became the units of instruction. Some of the items included for study are houses and house equipment, insurance, automobiles, and packaged food.—E. W. MCKEEN, *Headmaster*.

**Farmington, New Hampshire.**—High School. This school has a full-unit course in consumer education. Units contained therein are: how to study; the consumer in our business-economic life; the average consumer, his mistakes and his difficulties; the intelligent consumer plans his expenditures; his techniques in buying foods, clothing, shelter and household equipment; drugs and cosmetics; safeguards his health; keeps well informed; reads before he signs; prepares for a rainy day; and wise consumers get-together—a total of eleven units in the course. It is offered as an elective to juniors and seniors. Plans are being made to offer it to sophomores, so that a larger number of pupils can make this study before they leave school.—E. H. PARKINSON, *Headmaster*.

**Greenwich, Connecticut.**—High School. A new course, entitled Buymanship, has been added to the school curriculum. Its objective is to prepare the individual to buy goods intelligently. The proper methods for buying textiles, shoes, cosmetics, leather goods, jewelry, and foods are studied in the course.—G. E. SHATTUCK, *Principal*.

**Honolulu, Hawaii.**—McKinley Senior High School. Consumer problems are a part of the core studies program. In the sophomore year a study of propaganda is made. In the junior year a study of consumer problems and the problem of budgeting and how to make income go further in purchasing essentials is stressed. Intelligent buying, with special stress given to the influences of propaganda upon the buyer, especially in relation to nonessentials, occupies the attention of the seniors.—M. E. CAREY, *Principal*.

**Lakewood, Ohio.**—High School. Two courses in consumer education are offered, one for the girls in home economics entitled Better Buying, and one in the commercial department. In addition to these courses, the subject is interwoven in practically all instruction in home economics. In the Better Buying course a study is made of forces affecting the price paid

for goods, the need for informed buyers, aids available to the buyer, money management, and the selection of all articles in the home on the basis of function, durability, efficiency, and cost-quality relationships. In the other course, elective to juniors and seniors, eight objectives are stressed. It is a one-semester course dealing with producing an income and spending it properly after it is received.—J. C. MITCHELL, *Principal*.

**Lansdale, Pennsylvania.**—Senior High School. A course in consumer education is offered as an elective in the eleventh year. Such topics are included as consumer economics, money management, banking services, shopping and buying methods, advertising, consumer and producer relationships, personal loans, and agencies aiding the consumer. In addition to the group discussion, each pupil selects a product or type of commodity, such as woolen goods, shoes, and men's and women's clothing. He makes a complete study covering origin, manufacturing process or growth, marketing channels, grades or standards, qualities to look for when buying, and care of product.—H. L. BISHOP, *Principal*.

**San Juan Capistrano, California.**—Capistrano Union High School. A course in consumer education is offered the second semester of the junior year. The specific aims are to teach the pupil to be a more intelligent consumer, to teach sales resistance, and to help the pupil meet real life situations, thereby fulfilling his obligations as a good citizen. The course is divided into units. The main theme centers around present-day methods of selling and buying. This theme is carried into the buying of food, clothing, shelter, miscellaneous buying, recreation, and security. The course has been made vital by access to the latest books in the field of consumer education, current consumer magazines, and government bulletins.—PAUL H. DEMAREE, *Principal*.

**Urbana, Illinois.**—University of Illinois High School. Units on consumer education are included in economics and home economics courses. Numerous field trips to grocery stores, fish markets, and other stores are made by the pupils and the teacher. Radio advertising is discussed. The value of associations and other organizations in approving products is thoroughly discussed.—C. W. SANFORD, *Principal*.

**Wauchula, Florida.**—Hardee County High School. The girls in the home economics department had a very drab, dingy, and barren room as a living-dining room. They, with their teacher, took the re-decoration and re-furnishing of this room as a project for the year. Blackboards were replaced by wallboard and plaster. The entire room was painted by the girls. The sanding, staining, shellacking, and waxing of the cabinet was done by the girls, as well as the re-finishing of the other articles of furniture in the room. A drop-leaf table was made to seat ten people. Lumber was bought for the top; the six legs were donated. The entire cost, including finishing, was only \$3.30. An apple box costing five cents was made into a fern stand. A davenport was made for \$6.50. An automobile seat, donated by a garage man, was made into a chair at a cost of 87 cents. Another chair was made from an old barrel—complete cost, \$2.10. Bookcases were made, costing \$6.94. Curtains and portieres were made at a cost of \$8. Thus, at

a small cost a room was transformed into a place where pupils enjoyed living. As a result of the girls doing most of the work, real educative experience was afforded them. The project was planned and worked out so that the girls were aided in doing with more interest and in a better way than which was already their duty at home. Here, in a sense, was a type of consumer education.—J. K. CHAPMAN, *Principal*.

**Yonkers, New York.**—High School. The course in consumer economics is designed to create in the pupil a consciousness of his role as a consumer and to enable him to carry out that role intelligently. The class is organized into committees. Groups ranging from four to six in number are chosen for the various major units or subdivisions of the major units. The chairman, who is chosen by the members, has the responsibility of insuring an equitable distribution of the work. He must supervise the activities of the committee, receiving reports, co-ordinating the work and leading the discussion within the committee room. Duplication of material must be prevented and each committee member must fit his work in sequence with the other committees so that the presentation before the class will have continuity. Aside from the experience in research and the benefits that arise from socializing as a committee, a tremendous amount of good results from the visits the committees must make frequently to merchants and other businessmen.—F. L. BAKER, *Principal*.

### 36. Safety Education

**Athol, Massachusetts.**—High School. A safety campaign is conducted intensively for three months of each year. Throughout the year the magazine *Safety Education* and its posters are used. Rules and laws of automobile driving, the *Questions and Answers Relating to the Motor Vehicle Laws*, published by Massachusetts, and the *Guide for Traffic Violators' School*, published by the U. S. Department of Commerce, *Man and the Motor Car*, published for the State's Registry of Motor Vehicles, and numerous other publications, are used in connection with safety work. The juniors are given a course in Driver Training Procedure.

Fire drills are held regularly, with special attention given to provision for the care of cripples. Drills are held during assembly periods, as well as during regular class periods. Occasionally obstructions are placed on stairways immediately before a drill to test the reactions of pupils and teachers. The danger of forest fires and the importance of pupils and parents being careful in the woods is stressed. Motion pictures related to safety are used in assemblies and in classrooms. The school co-operates with the local newspaper's campaign to stress the importance of "Walk Facing Traffic."—DONALD DIKE, *Principal*.

**El Dorado, Kansas.**—High School. A course in driver education is required of all ninth-grade pupils. Classes meet forty minutes each week. All pupils give attention to the study and discussion of the problems, but only those old enough to obtain special driving permits take the actual driving part of the course. A dual-controlled automobile is available to the school for four weeks near the end of the course. Five units constitute the

course: The Driver, Driver and Pedestrian Responsibilities, Sound Driving Practices, Society's Responsibilities, and How to Drive. Considerable pictorial material is used. The U. S. Bureau of Mines film, *The Power Within* is shown.—PAUL HAWKINS, *Principal*.

**Flint, Michigan.**—Emerson High School. The school was confronted with the problem of making it safe for the more than three hundred bicyclists who rode daily to school. A safety council, composed of home-room vice presidents was formed to help solve this traffic problem. They first studied state and local laws governing bicycles. Contacts were made with the police department, and the Chamber of Commerce. A safety court has been set up in the school and a safety pledge card has been composed jointly by the pupils and the safety director of the A. A. A. Last year, representatives from each junior high school of the city met with the local police department to make plans for a parking space in the business section for bicycles. Through these participations pupils not only become safety-conscious but also conscious of the important duties of a citizen.—MARION D. THOMPSON, *Teacher*.

**Fort Collins, Colorado.**—High School. Attention is given to the study of safety in the regular health program. Not only does this include automobile and traffic safety, but also safety in the other common walks of life. A careful record and analysis of accidents in the school are made. The school is studied with the idea of discovering places which may cause accidents. A course in first aid is given in the various years. Safety at play, at home, on the farm, in the school laboratories and the shoprooms, on the highway, in the use of bicycles, and in the use of firearms, is stressed. All are integrated with the work in the home room, in the art, the science, the physical education, and other classes where practical applications can be made.—W. S. TATUM, *Principal*.

**Northumberland, Pennsylvania.**—Senior High School. Each year the school organizes a safe driving club. Last year almost half the high-school pupils were members. The club holds regular weekly meetings during school hours. Teachers trained for this work instruct the members. The State Highway Police Patrol co-operates with the club and at the end of the course one of its members presents certificates to those who have completed the course.—B. L. BRISTOR, *Principal*.

**Smithsburg, Maryland.**—High School. Student patrols for safety have been formed. Boys operate one week, the girls the next. The patrols supervise the loading of the eight school buses. Since the patrol has been functioning, not a single accident has occurred.—D. C. HAYNES, *History Teacher*.

# Activity Programs

## CONTRIBUTING SCHOOLS

### 37. Student Activities

Albuquerque, N. M., High School	Montclair, N. J., High School
Arcanum, Ohio, High School	New York City, Lincoln School of T. C.
Buffalo, N. Y., Bennett H. S.	Northumberland, Pa., Senior H. S.
Cedar City, Utah, Junior H. S.	Philadelphia, Pa., Northeast H. S.
Chicago, Ill., Wells H. S.	Philadelphia, Pa., School District No. 6
Cleveland, Ohio, John Hay H. S.	Phoenix, Ariz., Union H. S.
Colby, Kan., Community H. S.	Rutland, Vt., Mt. St. Joseph Academy
Colorado Springs, Colo., Cheyenne Mountain Schools	Sandy, Utah, High School
Ellerbe, N. C., High School	San Juan Capistrano, Calif., Union H. S.
Fort Smith, Ark., Senior H. S.	Seaford, Del., High School
Grand Rapids, Mich., Godwin Heights H. S.	Selma, Ala., Parrish H. S.
Greenville, N. C., Jr.-Sr. H. S.	Sheboygan, Wis., Central H. S.
Greenwich, Conn., High School	Silver Spring, Md., Takoma Park-Silver Spring H. S.
Holcombe, Wis., High School	Stevens Point, Wis., High School
Lansing, Mich., Central H. S.	Tunkhannock, Pa., High School
Las Vegas, Nev., High School	Urbana, Ill., University H. S.
Long Beach, Calif., Wilson H. S.	Wakefield, Mich., High School
Los Angeles, Calif., Los Angeles H. S.	Waukegan, Ill., Township H. S.
Mesa, Ariz., Union H. S.	

### 38. Student Government

Alhambra, Calif., High School	Manassas, Va., Industrial H. S.
Beverly, Mass., High School	Morgantown, W. Va., University H. S.
Chicago, Ill., Crane Tech. H. S.	Nappanee, Ind., High School
Chicago, Ill., Univ. of Chicago H. S.	New Rochelle, N. Y., High Schools
Chicago Heights, Ill., Bloom Twp. H. S.	Newtonville, Mass., Day Jr. H. S.
Dubuque, Iowa, Senior H. S.	Panama City, Fla., Bay Co. H. S.
Eugene, Oregon, High School	Philadelphia, Pa., Gillespie Jr. H. S.
Faribault, Minn., High School	Philadelphia, Pa., Dobbins Voc. School
Greeley, Colo., Senior H. S.	Pullman, Wash., High School
Greenacres, Wash., Central Valley Union H. S.	Sacramento, Calif., Stanford Jr. H. S.
Hillside, New Jersey, High School	San Diego, Calif., Senior H. S.
Lawrence, Kan., Junior H. S.	Smithsburg, Md., High School
La Porte, Ind., High School	Tulsa, Okla., Booker Wash. Sr. H. S.
Litchfield, Minn., High School	Van Nuys, Calif., Junior H. S.
Lumberport, W. Va., High School	West Bend, Wash., High School

### 39. The School Assembly

Bethesda, Md., Bethesda-Chevy Chase H. S.	Middletown, Ohio, McKinley Jr. H. S.
Colorado Springs, Colo., High School	Morgantown, W. Va., University H. S.
Delta, Ohio, High School	Morrisville, Vt., People's Academy
Dubuque, Iowa, Jefferson Jr. H. S.	New York City, Evander Childs H. S.
East Stroudsburg, Pa., High School	Nashua, N. H., Junior H. S.
Glenside, Pa., Junior H. S.	Orlando, Fla., Senior H. S.
Greeley, Col., Senior H. S.	Rolla, N. D., High School
La Porte, Ind., High School	Springfield, Mo., Jarrett Jr. H. S.
Los Angeles, Calif., Los Angeles H. S.	

### 37. Student Activities

**Albuquerque, New Mexico.**—High School. An archaeology society, with the membership limited to twenty-five active members, has been formed. Meetings are held once a week during the year. Frequently prominent archaeologists address the group. The purpose of the club is to study, preserve, and restore prehistoric Indian ruins in the vicinity of Albuquerque. The club holds excavation rights to several local ruins. They are now working on the Tunque ruins near Bernalillo.

Other less common clubs include the Forestry Club, the Foreign Correspondence Club, the Safety Council, the Forum Club, and the Rifle Club. The latter club is open to both boys and girls and is affiliated with the N. R. A. of America. The club owns its rifles and other equipment and conducts instruction and competitive matches on the school range. The N. R. A. provides instruction, official targets, and medals, and assists in arranging individual and team matches throughout the year.—GLEN O. REAM, *Principal*.

**Arcanum, Ohio.**—High School. The assembly committee sponsors all school assemblies. It is composed of three members from each class and each club and a faculty sponsor. One period each week is devoted to the assembly. Programs consist primarily of pupil participation. About eight special programs, involving outside speakers and special days, are presented. Motion pictures are shown. Pep meetings form another type of assembly in order to give some training in sportsmanship, in knowing the rules of the game, and in leadership. Programs are scheduled far ahead. The committee also gives attention to a study of the principles, preparation, and presentation of these assemblies programs. Following each assembly, the committee discusses the program presented and judges its merits by means of the McKown Rating Card. In the seven years that this system has functioned, pupils have become actively interested in their assemblies, and as a result assemblies have constantly improved in quality. Another project of this committee is that of attractively decorating the school building for special seasons, such as Christmas.—G. G. STARR, *Principal*.

**Buffalo, New York.**—Bennett High School. A group of pupils have formed an amateur movie company. A radio announcer not connected with the school, is the only adult in the group. Contacts are made with similar groups in Arlington, New Jersey; Santa Ana, California; Chester, Pennsylvania; Stillwater, Oklahoma; and others. An organization has been formed known as the Amateur Movie Producers of America. These groups make their own movies. They exchange films and ideas.—E. B. FARRAR, *Principal*.

**Cedar City, Utah.**—Cedar Junior High School. A thorough study and discussion of clubs became the basis of work at a number of the faculty meetings. Each teacher then took charge of a club related to her work or one in which she had a specific interest. Meetings were held once each week for thirty minutes. Interest grew, so that two meetings each week



were held. Many of these clubs work in co-operation with a local adult organization. For example, the school's Wild Life clubs work with the local Wild Life organization, and the Garden Club with the Adult Garden Club. Each club endeavors to make the community their laboratory, rather than to engage in a program unrelated to the community. There is no worry about publicity and ticket drives. Each pupil pays an activity fee of \$2.00 a school year and the school board gives one hundred dollars. A school store conducted by the pupils also provides some money.—L. C. MILES, *Principal*.

**Chicago, Illinois.**—Wells High School. The school felt that it was not providing a comprehensive and functioning extra-curricular program for its pupils. Since 1935 the principal, sponsors, and pupil leaders have been engaged in developing a program of activities particularly fitted to the pupils. Five basic principles were developed as guides to the work. All activities were then classified under three functional types: service, special-interest, and purely social. The service group comprise those activities that provide for the highest grade of citizenship practice. The special-interest activities were those supplying leisure-time and avocational pursuits. The purely social activities were those which furnished training in social intercourse and recreation.

Assuming that the well-rounded development of pupil personalities necessitated their participation in all three types of experiences, they were permitted to enroll during a given semester in one activity under each of these three types. Every effort is made so that all pupil activities are co-ordinated in purpose with respect both to one another and to other aspects of the curriculum. For example, if stress is placed on intrinsic values, then the school publication should not glorify tangible rewards.

Each year, each pupil keeps a diary of all out-of-school activities over a seven-day period. A survey of community recreational and other resources is also made. These both are studied with the view to relate more definitely all school activities to current and future living. School activities are co-ordinated with similar community activities. No credit is given, except that teachers do use these records of pupil activities as an aid in rating them in civic traits.—P. R. PIERCE, *Principal*.

**Cleveland, Ohio.**—John Hay High School. A system of point awards has been devised in recognition of services contributed by pupils to the school. More than one hundred sixty services are listed with a definite range of point awards. These are allocated on the basis of the importance of the service and the time consumed in performing it. A member of a special committee may secure from three to five points, a teacher-helper thirteen to eighteen points, the business manager of the intermurals thirty-nine to fifty-five points, and the student city manager sixty-nine to ninety-eight points. The exact number of points depends upon the degree of excellency with which the particular work is performed. A pupil-teacher committee then totals these points and ranks pupils on the basis of their school service.—W. L. MOORE, *Principal*.

**Colby, Kansas.**—Community High School. A centralized system of finance has been developed. All monies collected by all organizations in the school are deposited in this central school bank. All payments are made by the bank in check form upon requisition by the proper officers of the organization. A series of business forms necessarily used in a regular bank have been printed for school use. The bank is operated by pupils on the same principle as a regular bank in the city. All accounts are audited each spring by a certified public accountant. The money is deposited in the local bank as one account under the name of the High School Activity Fund.—F. M. FARMER, *Principal*.

**Colorado Springs, Colorado.**—Cheyenne Mountain Schools. More than twenty years ago, the superintendent of this school selected a group of European folk dances that would be of interest to his pupils as an extra-curricular activity. Pupils were taught these dances. At the same time, the dress of these European people represented by the dances was studied. The dances were then presented in costume. The idea grew, until today practically every pupil in this small school studies the dances, customs, and dress of various peoples. They learn not only the European dances but also many American dances. More attention is given to cowboy and square dancing. While most of the high-school pupils participate in some part of the recreational side of this dancing activity, it is only the most skillful who are trained for an exhibition team.

Each summer for several weeks the pupils furnish the dancing part of the program in connection with the famous Central City Play Festival. In the spring of 1939, sixteen dancers participated in the National Folk Festival in Washington, D. C., and presented programs for Swarthmore College, New York University, Bennington College, and for Kansas University. In the fall of 1939, sixteen dancers went to Berkeley to give a program for the University of California. The University offered for a week a special extension class, carrying a half-unit credit, in Cowboy Dancing. The following spring, the group presented dances for three days in Chicago for the convention of the American Association for Health, Physical Education and Recreation, and for some nearby schools and colleges. This fall, a week's program at the University of California at Los Angeles has been arranged. Educational values on these trips are capitalized upon wherever possible.—LLOYD SHAW, *Superintendent*.

**Ellerbe, North Carolina.**—High School. Pupils of the Vocational Agriculture Classes who are affiliated with the state organization of Young Tar Heel Farmers, have built for themselves a cabin in which they may meet to hold their programs or to enjoy social outings. The cabin is located in a picturesque spot in the woods two miles from the school. The work of constructing the cabin was entirely a pupil activity, from the selection of the trees in the forest to the nicest detail in the completion. The cost of the cabin and all equipment amounted to a little over one hundred fifty dollars. This money was raised by the pupils.

The pupils have enjoyed many entertainments at the cabin. They find this an excellent place to hold their picnics, Father-Son Banquets, fish stews, chicken stews, and other social entertainments. On one occasion the club entertained one hundred seventy-five farmers who were interested in tobacco growing. The supper was prepared by the pupils themselves.—R. F. LITTLE, *Principal*.

**Fort Smith, Arkansas.**—Senior High School. The music program, the school publications, the guidance program, the student government, and the intermural contests have been curricularized; that is, they now represent a very definite part of the regular school program. Six one-hour daily periods include all school work except football and basketball. Clubs and many phases of the program have been interwoven into regular class group discussions. As a result, there appears to be no less school activity. ELMER COOK, *Principal and State Co-ordinator*.

**Grand Rapids, Michigan.**—Godwin Heights High School. A forty-five minute period is provided each day for club activities. The program for the week is as follows: Monday, Honor Society and Home-Room Council (student government); Tuesday, Home-Room programs; Wednesday, Boys League and Girls League (all pupils); Thursday, Hobby Clubs; and Friday, assembly. Every pupil in the school belongs to at least two activities, the boys (or girls) league and a hobby club.—G. IRENE SAUR, *Principal*.

**Greenville, North Carolina.**—Junior-Senior High School. The Student Co-operative Association has for its purpose the improvement of the school. Outstanding achievements sponsored by the group have included the operation of a student store, the formation of an athletic council, the establishment of a school bank, the abolition of examinations in favor of functional quizzes, and the conducting of student forums.—V. M. MULLHOLLAND, *Principal*.

**Greenwich, Connecticut.**—High School. The school has a photography club with an active membership of fifty pupils. The club, meeting weekly, has many functioning committees. These committees provide the topics for consideration in the meetings. The review committee comments upon the movies which will be shown locally during the coming week. While in most cases the committee has not seen the pictures, it does get helpful information from various sources, as reviews of movies in various magazines and newspapers. The bulletin board committee plans and arranges the bulletin boards of the school. Here information and pictures of movies constitute a part of the display. The library committee recommends books on movies, maintains a special table of motion picture materials, and files all material of the club. A committee is responsible for the motion picture programs presented in the assembly. They have prepared study guides of movies. A production group has a regular staff which produces a number of reels of pictures. They have produced a seven-hundred-foot film of high-school news for the Board of Education, two four-hundred-foot newsreels of school activities, and a two-hundred-fifty-foot reel of school operas and plays.—G. E. SHATTUCK, *Principal*.

**Holcombe, Wisconsin.**—High School. Every effort is made so that no pupil is barred from any school activity. A general fee of fifty cents per pupil and no more than one dollar per family is charged. This enables each pupil to attend all school parties, dances, basketball, baseball, boxing meets, forensics, class parties, clubs, and operettas, and to secure a subscription to the school paper. Each pupil is encouraged to take part in at least two extra-curricular activities, in addition to some form of athletics or physical activity.—C. RUSHMAN, *Principal*

**Lansing, Michigan.**—Central High School. A taxidermy club has been formed. A course of lessons has been outlined which the boys in the club follow. As a result of completing this course, many of the boys are able to mount birds and animals, often receiving remuneration for their work. Some have been able not only to keep themselves in high school, but to earn a part of their college expense. In addition to teaching respect for animal life and giving definite training, it has also built up a museum for the school. The work has gone so far that a correspondence course has been made available to boys in schools of other cities who do not have this opportunity.—C. E. LEFURGE, *Principal*.

**Las Vegas, Nevada.**—High School. The advanced class in bookkeeping under the bookkeeping teacher's supervision, acts as the bank for the entire school system. Individual members go to each class once a week for the pupils to make deposits. Each pupil has a small bank book provided by the local bank. The money is deposited in the local bank as one large account, instead of several hundred small ones. Clubs and classes also deposit their money in the same manner. As the bank pays interest on the account, the school likewise pays interest on each individual account of one dollar or more. No interest is paid to school organizations. As a result, the school bank is self-supporting. This project encourages thrift, furnishes a practical project for the bookkeeping class, since the same system is used in the local bank, provides a definite check-up on all school accounts, and keeps the money in a safe place. The regulation size and form of the bank statements, the books of checks, and the depositors' slips, in addition to a reduced size of the regulation bank book, are used. On all forms, *Las Vegas School Bank* appears.—MAUDE FRAZIER, *Principal*.

**Long Beach, California.**—Woodrow Wilson High School. The Fashionettes (Costume Club) was organized by popular demand of the pupils for the study of appropriate dress and makeup for girls of high-school age. It is purely social. It meets during the activity periods, after school, and in evenings at the homes of pupil members. The activities vary as the needs or interests of pupils vary. Personal problems and individual needs of each pupil are considered. Color, texture, design, and line of clothes and materials are studied by each pupil and discussed by the group. Hair styles, makeup, nails, and skin care are subjects for discussion and trial. Fashion shows have been given where girls learn to walk, sit, stand, and climb stairs. Fashion experts, designers, and beauty parlor operators

give talks and demonstrations. Forms of social procedure are discussed if the group desires. The club membership, governed by the activity and personal consideration desired by the girls, varies from thirty to one hundred.—HARRY MOORE, *Principal*.

**Los Angeles, California.**—Los Angeles High School. Resulting as a direct outgrowth of classroom procedures, pupils publish (printed) a Latin paper, *Nuntius*, a Spanish paper, *El Romano*, and a French paper. These papers have been in existence for many years. They form an essential part of the training program of the school. For the past fourteen years they have published annually an *Anthology of Student Verse*, and a *Yearbook of Student Stories, Plays, and Essays*. In addition, each semester the senior class publishes a yearbook entitled, *Semi Annual*. This carries the prize-winning student essays, short stories and poems for the semester in its two hundred or more pages. In the creative writing classes the pupils are given a background of technique and analysis upon which they are able to build in literary form acceptable word designs of their original mental impressions and ideas. These annual publications result from encouraging the pupil in "trying his hand" at reproducing in words his own thoughts and emotions.—E. W. OLIVER, *Principal*.

**Mesa, Arizona.**—Union High School. All clubs and special interest groups meet two thirty-minute periods weekly. The special interest groups include those who go to the crafts room, typing room, libraries, and music rooms to do more of the things they are interested in doing. Class meetings, boys and girls league meetings or other large group meetings are held on another day of the week. This is done so as not to interfere with clubs and special interest groups.—H. L. TAYLOR, *Superintendent*.

**Montclair, New Jersey.**—High School. Many of the subject departments extend their work beyond the regular class period. The French pupils form three home rooms. Here the opening exercises are in French. The Bible is read responsively in French, the Lord's Prayer is said in unison in French, and notices are read in French. Weekly luncheons are held; the boys meet once each week and the girls in another group once each week. The groups are invitation affairs with a student chairman. He, with the teacher, chooses the guests from the pupils who would be most interested and who could profit. Each pupil brings his own lunch to a special table set with linen, flowers, silverware, and candles. All conversation is in French, dealing rarely with school matters but rather with travel, week-end trips, shopping, politics, movies, and books. The members rarely miss, if they do they send substitutes. Pupils attend French movies downtown. The French Club holds regular meetings in addition. Talks by French people are often heard and movies are discussed regarding French customs and culture.—H. A. FERGUSON, *Principal*.

**New York City.**—High School of Lincoln School, Teachers College of Columbia University. The school offers a wide variety of extra-curricular activities, all of which arise out of and relate to regular classroom activities. The assemblies are planned by a student-faculty committee. The



programs, with few exceptions, are the outgrowth of class or club activities. Three different publications command the attention of the student body. Dances, evening formals, and tea dances are under the direction of the social committee, composed of parents, pupils, and teachers. Intra-school games, in which teams are graded by height-weight-age indices are many. The Service League serves not only the school but also the community about the school. Its activities include sewing, cooking, repairing clothing, investigating families, and providing such food and clothing as the members can collect, and giving entertainment before neighborhood groups. The student council, a representative body, has general supervision over all extra-classroom activities and assumes partial responsibility for school government.—LESTER DIX, *Associate Director*.

**Northumberland, Pennsylvania.**—Senior High School. One of the outstanding clubs of this school is the Junior Kiwanis Club. The club organization and procedure follows that of the adult club. Regular meetings are held every two weeks at the noon hour. Each boy brings his own lunch. A member of the local adult club is always present at the meetings, not to take part, but rather to lend encouragement to the group.

The group is very active — always having a project underway. Last year they painted and repaired the high-school stage scenery, purchased clothing for a pupil, thus enabling him to complete his high-school education, made contributions to the Red Cross, the town library, the local hospital, and the Tuberculosis Society, gave twenty-six baskets of food to needy families at Christmas, and sponsored a May Day program in all the local schools. They have an annual Fathers Day banquet to which the local adult Kiwanis Club is invited. The group through these activities are receiving real experience in serving the school and community. The club sponsors a Junior Key club in the junior high school.—B. L. BRISTOL, *Principal*.

**Philadelphia, Pennsylvania.**—Northeast High School. A law club has been in existence for over three years, meeting once a week for three-quarters of an hour. A specific type of work is carried on following a pre-arranged docket prepared by the president. The subjects brought up for discussion are decisions given out by the state and national supreme courts, as well as a thorough study of torts and bar examination questions.

Every week different members of the club are assigned cases on different fundamentals of law from the many books in the club library. These cases are studied and presented by the pupils the following week. Also several members prepare sample cases from a book on bar examination questions which are presented before the club. After the particulars of the case have been stated, the president asks for discussion. Every member has a chance to express his views or ideas on the case. When every pupil has had a chance to express himself, the decision of the court is read and the views of the members are compared with the judicial understandings on the case. The club is run entirely by the pupils. The faculty adviser, a



member of the bar, defines difficult terms, and explains fully the statutes and laws upon which the decisions are based.—J. W. RHODES, *Teacher*.

**Philadelphia, Pennsylvania.**—School District No. Six. Boys in the Wissahickon (elementary) School area were on the streets with nothing to do but play cards, shoot crap, and destroy property (one year amounting to twenty-one thousand dollars). In December, 1936, the North Light Boys Club was founded by the school principal, Anne Wright, in an effort to supply the recreational need of the boys in this area. The second floor of an empty building was secured. One night, one hundred fifty boys came to this building, which was secured rent free through the co-operation of a police captain. Each night for the next two weeks, clean-up gangs scoured and scrubbed, and painted the woodwork, and papered the walls. The local magistrate bought window-shades, and a group of mothers made curtains. Here boys gathered to play games, read, wrestle, and engage in other activities. Teachers volunteered to direct the program and to pay the electric light bills. The second year, additional space was needed. Another floor of the building was used. Here woodwork, photography, and other crafts groups worked. After the school had run it for some time, the Lions Club took over its management. Larger quarters were needed, so the Board of Education gave a vacant school building. A community drive for funds was successful. How well the job is being done is evidenced in part by the fact that the Community Chest has accepted the club as a member and in 1940 gave it financial assistance.—C. W. ARETZ, *District Superintendent*.

**Phoenix, Arizona.**—Union High School. The school has a Cosmopolitan club formed with the purpose of encouraging peace and promoting friendliness and sociability among pupils of different nationalities. Meetings are held regularly every two weeks. A complete program is arranged for the year. This is mimeographed and is given to each member. During the year a number of meetings are devoted to business and social activities. At others such topics are discussed as Japanese etiquette, Christmas in foreign lands, old Chinese tea ceremony, Scandinavian cooking, German contribution to culture, vignettes of Jewish home life, Poles in American agriculture, and the Negro in literature. Since the school had many nationalities represented in its student body, the club is similarly cosmopolitan in its membership. Its membership of thirty-one represents sixteen nationalities. The harmony which exists in the club promotes a bond of international friendship which, it is hoped, will carry over into the adult lives of not only these thirty-one pupils but also into the lives of those with whom they come into contact through the years.—BLANCHE H. ADAMS, *Club Adviser*.

**Rutland, Vermont.**—Mount Saint Joseph Academy. Student organizations play a very important part in the education program of the school. Boy Scout meetings and hikes are common. A dramatics club gives to every boy and girl the opportunity to follow his or her inclination to act. A girls' club provides card parties, dances, and other forms of entertainment. The

school chapel provides numerous religious services. The school band and the school paper provide for the interests of pupils in music and journalism. Debates, athletics, motion pictures, field trips, and discussion class groups are only a few of the means through which pupils become actively interested in their school and in their education program.—SR. MARY REGIS, *Principal*.

**Sandy, Utah.**—High School. One period each week is devoted to club activities. Each pupil in the school is expected to elect a club activity. The club program is built on pupil interests and, as such, clubs are created or dropped according to their popularity.—G. R. SANDERSON, *Principal*.

**San Juan Capistrano, California.**—Capistrano Union High School. Hobby clubs have been quite popular with pupils and faculty during the past two years. Each teacher sponsors a club which meets weekly during the activity period. Nearly all the pupils belong to a club. The few who are not interested are assigned to the library, where they form themselves in an informal reading club.

The most popular club is the dancing club which is limited to beginners. Here they learn to dance sufficiently well and gain confidence and proper ballroom etiquette which encourages them to attend the school dances and enjoy them.—PAUL H. DEMAREE, *Principal*.

**Seaford, Delaware.**—High School. A large group of clubs have been organized as a regular part of the school program. Each club exists for some specific purpose, as, for example, the scenery club takes care of making stage scenery for each function in the school.—W. B. THORNBURGH, *Superintendent*.

**Selma, Alabama.**—Parrish High School. Several members of the high-school dramatics club have continued dramatics work after leaving high school. Some majored in speech in college and later taught speech. Others later did radio announcing. A number affiliated with the Little Theatre Group and have done creditable work. Others participate in church and local plays. Some are members of the local amateur players group which present three or four plays annually to the public.—LANGDON HALL, *Principal*.

**Sheboygan, Wisconsin.**—Central High School. Some years ago, the school decided to analyze the so-called non-credit activities in terms of their interest and values to the pupils. After this analysis many of these activities were placed in the regular school schedule on the theory that if the values accruing to the limited number of participants were real, these activities should be made available to all who wish to participate.

A definite period in the school day is allotted for these hobby and club activities. Teachers are asked to take an active part in the promotion and the carrying on of programs. As a consequence of pupil interest and increased teacher activity, the program has grown to a point where there is practically no opposition on the part of the teachers, and where very nearly one hundred per cent of the pupils participate in some club or activity at least one day a week. The program now embraces activities ranging from hobby interests of all kinds to activities that are closely related to classroom procedure.—A. O. IVERSON, *Principal*.

**Silver Spring, Maryland.**—Takoma Park-Silver Spring High School. A group of pupils each noon broadcast the news of the day. Each classroom receives these broadcasts over the school's own inter-room communicating system. The "studio" can be connected with any or all classrooms. Pupils are in charge of the entire program. Prospective members receive auditions. After three successful "pinch hitting" broadcasts they qualify as pupil announcers.—W. B. MARKS, *Principal*.

**Stevens Point, Wisconsin.**—High School. A commission of six boys act as the governing body of the pupil organization known as the Police Cadets. They appoint pupils to the troops whenever a vacancy occurs. There are two troops which work on alternate weeks. Each troop is composed of a captain, lieutenant, and eight cadets. They are in charge of pupil traffic and the school parking lot. Meetings are held bi-weekly, at which time safety problems are discussed and steps looking toward their solution are determined.—P. M. VINCENT, *Superintendent*.

**Tunkhannock, Pennsylvania.**—High School. The school has been developing an activity program for the boys and girls who, of necessity, spend their noon period at the school. On Monday and Wednesday of each week, these boys have access to the gymnasium where the program is under the supervision of the physical education teacher. Games of a wide variety, such as volleyball, basketball, badminton, deck tennis, constitute the program here. The girls are at the same time in a large game room where cards, ping pong, checkers, dominoes, monopoly and other games are provided under the supervision of the woman physical education teacher. On Tuesday and Thursday of each week, the groups alternate places. Each Friday, both groups meet in the gymnasium, where they spend an hour in social dancing. Here many receive their first opportunity to learn to dance, to be at ease, and to be courteous to the opposite sex.—F. T. DOLBEAR, *Principal*.

**Urbana, Illinois.**—University High School. The interests, purposes, and suggestions of pupils are solicited in setting up goals and in selecting the activities that will lead to these goals. The pupils discuss with their sponsor what should be the goals of the group. They then select for a list of possible activities the ones in which they will participate to attain these goals. Lists of activities vary from semester to semester. At the outset of a new activity, the group of pupils participating in it may be small, but very often the interest in it spreads among pupils and the enrollment increases. No formal organization is maintained. Chairmen or leaders are changed frequently so that every pupil becomes a chairman or leader some time during the year. Each pupil has only one activity, but is encouraged to change each semester. There is an activity committee of three faculty members and five pupils (one student from each class, including the sub-freshman group). Many activities, formerly extra-curricular, now are an integral part of the curriculum. A careful but inevitably subjective evaluation is made periodically by pupils and teachers. Taking stock of the actual progress at the end of one school year gives rise to some fruitful suggestions at the outset of the next year.—C. W. SANFORD, *Principal*.

**Wakefield, Michigan.**—High School. Each year a Potato Club is formed among the boys of the school. Any boy between the ages of ten and twenty years is eligible to join, provided he has or can secure a half-acre or more of land on which to grow potatoes. Arrangements are made by the school to borrow money for those pupils who do not have the necessary money to buy seed and fertilizer. Likewise, the school contacts farmers in the community to provide farm machinery and horses or tractors for those not having this available. The pupil either uses the potatoes in his home or sells them himself, or brings them to a central point to be sold under a co-operative marketing plan. The project is conducted through the co-operation of the local county agriculture agent. At the club meetings the whole problem of potato growing is discussed, such as type of seeds, type of soil, treating the potato seed, cutting the seed, planting, cultivating, harvesting, and marketing.—H. B. SUTTER, *Principal*.

**Waukegan, Illinois.**—Township High School. The history club annually sponsors a banquet for parents, teachers, and pupils. Last year more than three hundred were present. The program was built around Latin American countries, their people, and their customs. The theme was *Pan America*. The room and tables were appropriately decorated. Visitors were present from several of the Pan American consulates. The Pan American Union gave them assistance in their preparation. Consuls, railways, tourist commissions, and commercial organizations from these countries were also sources of aid.

The work was performed by the pupils. They came in contact with important foreign government officials and had correspondence with others. In it all they not only learned much about these countries but, as Secretary of State Hull wrote them, they were taking "steps tending to promote Pan-American peace, friendship, and solidarity." One year the theme was built around Touring in the United States. Pupils wrote letters to all the state governors and thirty-four replied. Exhibits received from states and territories were placed on display. Last year the theme was *World's Fairs of 1939*. Through the medium of such activities, pupils learn much about leadership, citizenship, and community service.—R. C. HURD, *Teacher*.

### 38. Student Government

**Alhambra, California.**—High School. The student council has overcome a considerable amount of prejudice on their own efforts. Now many problems of discipline and lack of pupil co-operation are solved without reaching the school office. The effect of their work is seen in improvements such as better lawn conditions, more quiet halls, and the settlement of differences between hall or guard monitors and their fellow pupils. In addition to preventing infractions and punishing those pupils who do break regulations, a better understanding between the pupils and faculty is being brought about through this active participation of pupils.—H. M. WERRE, *Principal*.

**Beverly, Massachusetts.**—High School. An honor study hall is provided for those pupils who feel that they can and will study without

teacher supervision. Its procedure is carried on by a committee of pupils with the co-operation of those who study there.—F. H. PIERCE, *Principal*.

**Chicago, Illinois.**—Crane Technical High School. The student government has control of all clubs and other school organizations. It has established a Hall Guard System and a court which tries cases in which pupils are involved. It also has general supervision of the work of the clean-up committee. Through this project not only the committee members but the entire school have developed a pride for their school in keeping it attractive both inside and outside.—H. H. HAGEN, *Principal*.

**Chicago, Illinois.**—University of Chicago High School. The student council is made up of approximately fifteen representatives from various school organizations. It has charge of all budget matters and of all student activities. It does not act as a student guard or as a disciplinarian. The fact that it has charge of finance has led to a feeling of importance both by the pupils of the school and members of the council.—P. B. JACOBSON, *Principal*.

**Chicago Heights, Illinois.**—Bloom Township High School. The student government is organized under the title of *City of Bloom*, with officers similar to a city. Each home room elects a councilman to represent it at the bi-weekly meetings. The *City of Bloom* assumes control of homecoming, traffic problems about the school, fire drills, charity work, and activity tickets. It is a part of the larger school organization, called the Student Affairs Board, represented by students and faculty.—ANNADEL N. WILE, *Social Studies Teacher*.

**Dubuque, Iowa.**—Senior High School. Student government is promoted by a student council of twelve, four elected from each class. This form of student government displaced a senate and house set-up several years ago at the request of the student body. The recommendation of the council carries a great deal of weight with the faculty and administration. It is very seldom that a recommendation from this body is not accepted. One special project carried on by this group is the registration of every pupil in the high school, preparatory to the city-wide election of representatives to the Hawkeye Boys State. The registration and election is carried on just the same as a regular city election. Registration and voting is done by precincts and the regular voting machines of the city are used. Pupils act as election officials. Voting machines are also used for council elections.—DUANE WILSON, *Assistant Principal*.

**Eugene, Oregon.**—High School. The student government is organized through the social studies. Each social studies class (tenth, eleventh, and twelfth grades) elects a representative to the student council. The class may initiate measures and bring them to the council. The representatives must report back to the classes all decisions of the council. The council also consists of the student body officers elected at large and certain appointed officers.

The plan has worked well. The pupils like it because they feel that they belong. The social studies courses have profited since they now can participate in a type of practical government. The school has gained be-



cause of the wholesome influence that comes from young people who are permitted to study their own problems.—HARRY B. JOHNSON, *Principal*.

**Faribault, Minnesota.**—High School. The student council has been organized for a number of years, but it was not until last year that they actually started to function, when they were given the right to make decisions that bear some weight. During the past year the council has discharged numerous obligations quite successfully. First, they have planned and put over a social program that has been one of the most successful programs held in the school. This involved the deciding of what organizations should sponsor the events, what admission should be charged, who should be invited, who should be chaperons, and what type of music should be used. They decided to invite the alumni, even though the principal and some of the teachers were not entirely in favor of this decision. Although the principal had the veto power, he decided not to use it on this occasion. The second activity involved the handling of eight hundred dollars. A third activity was that of sponsoring a student patrol. The student president appointed all members. This has been an effective organization in helping to promote safety during a time when a new high-school building was being constructed.—C. L. AMUNDSON, *Principal*.

**Greeley, Colorado.**—Senior High School. The school attempts, through its student government, to give pupils a wholesome interest in being active members of their school community. It is composed of a representative from each of the advisory groups, plus a representative from several school-wide organizations, such as the band, the choir, the boys' Booster Club, the International Club, and athletics. On Mondays, all pupils are in their advisory groups for thirty-five minutes. Here the council members secure suggestions for consideration before the council. They report the previous council meetings which meet twice a week for thirty-five minutes each.

The function of the council has not been thought of as disciplinary. It tries to deal with the positive aspects of creating the most desirable school community possible. For example, a group of pupils brought to the attention of the council that several boys on the football team were not living up to their agreement of not smoking. The council recommended to the principal, that these boys be asked not to play in the final game of the season and that their letters be withheld. This was explained to the student body. They agreed. As a result, the boys changed their attitude.—R. S. GILCHRIST, *Principal*.

**Greenacres, Washington.**—Central Valley Union High School District. The student council meets Monday to consider problems facing the student body. Tuesday the representatives report back to their groups. At this time they secure instructions for the next council meeting. Wednesday the council meets to discuss these instructions and to summarize them into legislative bills. Thursday the entire student body assembles to hear reports made by the student council and to consider legislation introduced by the council or from the floor.—G. McALEXANDER, *Principal*.



**Hillside, New Jersey.**—High School. A Students' General Association has been formed under which all student organizations are centered. It consists of three departments, the executive, the legislative, and the judicial. The executive department consists of the officers of the S. G. A. All are elected by the student body. The president has veto power which, however, may be overruled by the legislature. The legislative department is composed of two houses, the assembly, and the senate. It is modeled after the local state government. The senate consists of six seniors, five juniors, and four sophomores, and is elected by the student body. The assembly is composed of a representative (usually the president) of every organization in the school. The senate is the only body that deals with and controls the financial affairs of the student association. The judiciary department is the student court, consisting of five justices and a court clerk, elected by the student body. The duty of the court is to pronounce sentences upon those pupils brought before it and to settle disputes among the assembly, the senate, and executive branch, and also where these bodies come in conflict with the constitution.—WILBUR H. COX, *Principal*.

**Lawrence, Kansas.**—Junior High School. The school has a student council which meets one hour daily, five days each week. It performs all of the functions of the typical student council and in addition studies seriously problems of school and community government with the purpose of recommending improvements to the proper authorities. The mayor of the city meets with this group from time to time to place before them problems which the municipal government is facing. Members of this group are elected from home rooms, but they receive the same credit for their work that pupils do in regular five-hour classes.—J. E. JACOBS, *Principal*.

**La Porte, Indiana.**—High School. The student body elects a president, a vice president, a secretary of the council, a judge of the lower court, a judge of the upper court, a marshal, and a clerk of high school. The council is composed of members elected by each home room. The high-school principal appoints a prosecutor. The president, with the sanction of the council, appoints a pep session committee, a program committee, a social committee, a traffic committee, a judicial committee, and a parent-teacher association committee. The council and each committee has one or more teacher sponsors. The work done is rather well indicated by the names of the committees.—JOHN FRENCH, *Principal*.

**Litchfield, Minnesota.**—High School. A course for training pupils as officials for the various inter-mural sports has been introduced. All pupils interested in officiating in the inter-mural sports held during the noon hour and after school hours can enroll in this course. Rules and methods of games and procedures of officiating these games are studied. A test is given and all pupils passing the test are utilized as officials of the supervised play program of the school. Pupils are awarded honor points for successfully serving as sports officials.—H. L. BETTENDORF, *Principal*.

**Lumberport, West Virginia.**—High School. The student council is organized as a corporation, with the presidents of the various pupil organizations acting as the board of directors. The council directs policies and selects a staff to administer the various school activities. The first year, it co-ordinated and designated the scope of endeavor for each organization. A point system was set up to encourage more general participation in extra-curricular activities. The second year, the student court and the hall patrol were added. The third year it gave attention to the matter of putting the student organizations on a sound financial basis; and the fourth year of improving the manners and social graces of the pupils. Last year the council concentrated on integrating all pupils into the life of the school.—CHARLES L. RIGHTER, *Principal*.

**Manassas, Virginia.**—Regional Industrial High School. A student co-operative association has been formed in the school. To this all pupils can belong. The student body elects the officers by the Australian ballot. Each pupil, in order to vote, must register and pay a tax of one cent. The student council is composed of the association officers and the presidents of all classes and clubs. All problems of discipline are discussed by the council, following which recommendations are made to the faculty. All study halls are under the supervision of the council. No faculty member attends the council meeting except upon invitation of the chairman of the council.—W. H. BARNES, *Principal*.

**Morgantown, West Virginia.**—University Demonstration High School. The student council, with some adult pre-guidance, directs a project of carrying on school for three days without the presence of a member of the instructional or clerical staff. Reports from representatives of the press and the faculties of other schools, together with expressions by pupils, indicate that the project is most successful.—LUCY M. CAPLIN, *Teacher*.

**Nappanee, Indiana.**—High School. The student council organized an honor study room. The school found a very congested situation in the study hall during the sixth period. The matter was taken to the student council. It decided to set up an honor study room. This would take from twenty to thirty pupils out of the 135 in the crowded study room. If a pupil wanted to be a member of this group, he was given an application blank which set forth specific objectives of the honor group. He studied these and if he agreed, he signed two copies, one to be filed in the principal's office and the other to be kept by him. Each application was considered by the teacher in the large study hall as the supervisory teacher and the pupil monitor of the honor study room.

Records to date show twenty-three pupils in the room. The project is entirely in the hands of the pupils. In the principal's opinion it is the best study room from the point of industry and civic co-operation. The school hopes to expand the plan until all study groups will be under pupil monitors, with indirect supervision by competent teachers and the principal.—G. C. ROOSE, *Principal*.

**New Rochelle, New York.**—High Schools. Two All-City Student Councils have been organized, one representing the elementary and one the secondary schools. The secondary all-city student council is made up of two pupil representatives from each of the three junior and two senior high schools of the city. These representatives meet monthly with the superintendent of schools. These councils have provided opportunities for bringing about a closer realization of educational objectives. Courtesy, respect for property, building cleanliness, fraternities and sororities, and qualifications of the outstanding teacher and the satisfactory pupil are examples of problems that have come before this student council. Through it, pupils actually have influence in the functioning of their school.—H. C. HUNT, *Superintendent*.

**Newtonville, Massachusetts.**—Frank A. Day Junior High School. The student government actually has the open track for making and executing plans for school betterment. A special effort is made to develop initiative, leadership, and co-operation.—R. V. BURKHARD, *Principal*.

**Panama City, Florida.**—Bay County High School. The student government consists of a council composed of a representative from each home room. The president, vice president, and secretary are elected from the senior, junior, and sophomore classes respectively. Meetings are held weekly, at which time problems of the school are discussed and acted upon. The council is planning the publication of a student handbook to be given to the incoming freshmen.—W. S. WEAVER, *Principal*.

**Philadelphia, Pennsylvania.**—Gillespie Junior High School. It is exceedingly difficult to know whether or not school practices are really effective in developing active, informed, loyal citizens of the American democracy. Teachers are continually being confronted with the individual pupil who, when questioned, knows all the answers, but whose conduct, manners, and behavior mechanisms fail to click with that knowledge. On the other hand, teachers are continually aware of the fact that in this particular school the anti-social, nonconforming pupils represent a small percentage of the whole. At the same time, teachers are daily experiencing very real gratification when they feel those rather intangible signs of democratic living and see the concrete expression of the characteristics they strive to develop in their pupils.—GERTRUDE NOAR, *Principal*.

**Philadelphia, Pennsylvania.**—Murrell Dobbins Vocational School. An annual convention of all the student government associations in the city high schools is held on a Saturday about the middle of the school year. Faculty and pupil members of every high school in the city attend. Approximately one thousand persons participate each year. The student governments of the city are formed into a league, known as the Inter-scholastic League of Student Associations. The Association has adopted a constitution and has been the means through which efforts of individual schools have been co-ordinated.—J. NORWOOD BAKER, *Principal*.

**Pullman, Washington.**—High School. The student council, under a constitution and bylaw adopted by the student body, operates under the

name of the Pullman High School Student Association. It enforces the provisions of the association and sponsors more than twenty-five extra-curricular activities and clubs. These organizations function under separate charters granted by the student council. A copy of the charter of each is filed with the student council. The council is the executive committee of the student association.—OSCAR E. GLADISH, *Principal*.

**Sacramento, California.**—Leland Stanford Junior High School. The plan of the student government is based upon the city manager system as used in the City of Sacramento.—BETH HUGHSON, *Principal*.

**San Diego, California.**—Senior High School. The student traffic court affords an excellent opportunity for young people to make a constructive contribution to community welfare. The experiences involved in the organization and administration of the student traffic court also afford an opportunity for a highly desirable type of training for responsible citizenship. The court is sponsored jointly by the Municipal Court judge, the Juvenile Court judge, the principal of the school, and a teacher adviser. The student court maintains a direct contact with the Municipal Court; but all contacts with the Juvenile Court are made through the County Probation Officer.

The two officials of the student court are a judge and a probation officer. To be eligible for office, both must have familiarized themselves with traffic laws and with court and probation office procedures. The student body elects the judge at the regular school election. He holds office for the semester or until his successor is duly qualified and elected. The student judge appoints the probation officer, who is responsible to the judge for the faithful performance of his duties.

In general the procedure is somewhat as follows: Pupils of the high school who are caught violating traffic regulations by regular San Diego patrolmen in any part of the city are cited to appear in Municipal Court. The judge refers the cases to the student court, with the understanding that appeals from the school court may be made, and will come to him if the offender is over eighteen years of age. Otherwise, they will go to the Juvenile Court. The student probation officer checks with the county probation office for records of any previous violations by the offenders referred to him. The pupils referred to the student court appear by order of the Municipal Court judge before the student probation officer. Each, again by order of the municipal judge, is accompanied by his parent or guardian in order that an adult legally responsible for the offender may become informed concerning the student court and give consent for the case to be tried there.

Penalties assessed by the judge of the student court in the past have ranged from the requirement of a theme on the aspect of traffic safety involved in the violation to the suspension of the driver's license for a period of sixty days. Each week after the student court has taken action on the cases referred to it, the student probation officer is responsible for furnishing the county probation officer with a complete, correct record of

each case involving a student under eighteen years of age. Forms for this purpose are furnished by the County Probation Officer.—MARY R. MAULL, *Curriculum Co-ordinator*.

**Smithsburg, Maryland.**—High School. Violators of the student patrol regulations are taken before the student council, consisting of ten members. The effectiveness of their work is shown by the fact that one violator was tried and because of continued unco-operativeness was almost completely ostracized by his associates. He eventually decided to conform to the patrol regulations.—DONALD C. HAYNES, *History Teacher*.

**Tulsa, Oklahoma.**—Booker Washington Senior High School. Every effort is made to provide a school in which democratic principles actually become a part of the life and work of the entire school. Pupils are given a voice in the plan of organization and management of the school. They have their own student government. They conduct the assemblies, they are members of school committees, and they have their own police force with responsibility for punishing infractions. Seniors assume the responsibility in all governmental affairs of the school.—E. W. WOODS, *Principal*.

**Van Nuys, California.**—Junior High School. The junior high-school council is composed of a president, a boy and a girl vice president, a secretary, two sergeant-at-arms and a representative from each English and social studies class. Members and officers of the junior high council have the highest standards to meet. They must have a good attendance record, good grades, be leaders, and be dependable. This group meets bi-weekly to discuss school policies, activities, and ways of improving the junior high school in particular. The representatives then report back to class the business carried on in council. This report is discussed and suggestions made to take back to the council.—DONNA H. HUBBARD, *Principal*.

**West Bend, Washington.**—High School. Student participation in the improvement of the school life has received much emphasis. A student-teacher council meets bi-weekly to work out suggestions for bettering the school. The president of each class appoints delegates to these councils. While the pupils and teachers are in conference, the other pupils carry on with their regular classwork. Each pupil is a member of the council for a month, when new pupils are appointed in order that a larger number may share in these responsibilities. On the alternate week, the results of the council are presented to the student body for discussion and final action. Pupils volunteer for the chairmanship of the various committees necessary to carry out the recommendations that are adopted by the student body. In the first three months of last term, more than thirty suggestions were given and adopted by the student body.—L. C. WRIGHT, *Superintendent*.

### 39. *The School Assembly*

**Bethesda, Maryland.**—Bethesda-Chevy Chase High School. Assembly program planning and production are largely the responsibility of the pupils. The various groups of the school choose their particular day for a program. They then decide the nature of the program and the presentation.



They give pantomimes, one-act plays, monologues, and other programs related to the day or season. In all programs, as many pupils as possible are utilized in the planning and presentation. The student orchestra has a part in each program. Thus during a school year a large proportion of the pupils in some way or another contribute to this one phase of the school program.—T. W. PYLE, *Principal*.

**Colorado Springs, Colorado.**—High School. The pupils are given every opportunity to engage in dramatics by acting in at least one play before an audience. A workshop is provided. Here pupils may rehearse their plays, study the stage, and learn voice, poise, and stage presence. Plays are presented in school assemblies, churches, and clubs. Rehearsals for a play last for nine weeks, with two periods per week.—W. S. ROE, *Principal*.

**Delta, Ohio.**—High School. Each club and class plans a program for one assembly period during the year. A schedule of programs is prepared early in the year so that adequate preparation can be made. Short plays are often presented. On days that fall on holidays, one person from each class collects questions pertaining to the holiday and conducts a question bee. Motion pictures such as *Exploring with Byrd* are frequently presented.—DOROTHY MOSER, *Teacher*.

**Dubuque, Iowa.**—Jefferson Junior High School. A teacher, W. Howard Bateson, has been working for twelve years on a study of auditorium activities in the high school. A comprehensive questionnaire covering this field has been developed. With this, with extensive research, and with actual experimental work, he has about completed a program in Auditorium Social Arts in the Junior High School. Herein pupil initiative, resourcefulness, and leadership are emphasized.—L. F. McDONOUGH, *Principal*.

**East Stroudsburg, Pennsylvania.**—High School. During the past three years assembly programs have been exchanged with other high schools in the immediate area (four high schools). The type of programs varies from time to time, and from school to school. One included six selections by the school band, two selections of the girls ensemble, one cornet duet, and two soprano solos. Another exchange program included the girls glee club of sixty-five voices. A program by another school included a Shakespearean reader, a poem reader, an orator, and a debating team. The exchange programs have been found by the participating schools to be enjoyable and profitable.—CLEMENT WIEDINMYER, *Music Department*.

**Glenside, Pennsylvania.**—Junior High School. The music department has been assigned the responsibility of planning with the pupils all of the weekly assembly programs. These programs are pupil-planned and pupil-produced. A wide variety of programs is prepared. Some of these include, music quiz, general information quiz, spelling bee, demonstration of wrestling, tumbling club stunts, girl acrobats, table tennis tournament, band and orchestra concerts, anniversaries of famous musicians, hobby lobby, and a variety program, including vocal solos, instrumental solos, ballet dancing, readings, assembly singing, and glee clubs.—EVA L. TRUNK, *Music Teacher*.



**Greeley, Colorado.**—Senior High School. Assemblies are regularly held during the period before noon once each week. The programs are under the general control and supervision of the general assembly committee, composed of about forty members, representative of classes and activity groups. Its chief responsibility is that of finding ideas for assemblies. In addition, an executive assembly committee composed of five members (two seniors, two juniors, and one sophomore) is chosen from among the members of the general assembly committee. This committee gives final approval to the plan of all programs. These committees do not put on assembly programs. This is done by home rooms and clubs. During the year about five outside programs are given in the assembly. Unless a pupil has a student activity ticket, he is charged an admission fee of ten cents for each of these five special programs.—R. S. GILCHRIST, *Director of Secondary Education*.

**La Porte, Indiana.**—High School. Assembly programs are in charge of a committee of pupils with a teacher as sponsor. The school board sets aside two hundred dollars annually for assemblies. This is supplemented by money from the general fund and class funds. All assemblies are free to all pupils.

Most of the assemblies are put on by the pupils themselves. These represent different departments of the school, such as music, dramatics, debate, hobbies, and physical education. Pupils not desiring to attend assemblies may go to the study hall.—JOHN FRENCH, *Principal*.

**Los Angeles, California.**—High School. As an outgrowth of enthusiasm on the part of the creative arts clubs, pupils sponsor annually a Fiesta of the Arts. Original poems, short stories, essays, plays, piano compositions, and dances are given. Many paintings and drawings are also exhibited. The response of several hundred pupils as an intelligent, sensitive, and enthusiastic audience has been very gratifying. This annual fiesta has provided a very real place for the expression of the creative talent in the high school, and has provided an amazing exhibition of the products of the leisure hours of the pupils.—E. W. OLIVER, *Principal*.

**Middletown, Ohio.**—McKinley Junior High School. The auditorium class is a required subject for all eighth-grade pupils. Each section is given two periods per week. One is a preparation period in which planning, rehearsing, and polishing is done as regular class work, and the other is a performance period when four sections are combined in the auditorium. The periods devoted to preparation for a program are informal, but follow certain definite procedures. Ten or fifteen minutes are used in discussing and criticising the previous assembly program. Twenty minutes are used in planning for two or more programs in advance.

A card system is used in recording data about each pupil. On each pupil's card is entered the instruments he plays, any activities in which he is already proficient, and any new activities he may be interested in learning. After all performances appropriate entries are made on these individual cards. Eighth- and ninth-year pupils are included in the file. Both

the auditorium and the music instructors serve on the general committee for school assemblies.—T. K. WENRICK, *Principal*.

**Morgantown, West Virginia.**—University Demonstration High School. The assembly committee is composed of two faculty members, a student council chairman, and four pupils who represent the four high-school years. The student chairman lists all programs, makes all necessary arrangements for the assembly, or sees that they are made, and provides for a pupil to act as the presiding officer. Original programs created by a class, a group, or a club are featured. Open forums, in which important school problems are discussed, are held. The school orchestras provide music, and at times general singing has a place on the assembly programs.—SYLVIA SOUPART, *Teacher*.

**Morrisville, Vermont.**—Peoples Academy. Assemblies are in charge of pupils, under the guidance of faculty members. The faculty sits in the rear of the assembly. All announcements, the conducting of the program, the introduction and the thanking of the speaker are done by pupils. Dress and posture are stressed.—R. A. EATON, *Principal*.

**New York City.**—Evander Childs High School. Speakers for assembly programs are usually drawn from the public speaking group. This group, composed of about seventy members of first-semester seniors, are chosen each term after a rigorous sifting. These pupils are given definite training in the art of reading prose and poetry, in the analysis, construction and delivery of speeches, and in the study of individual and group psychology. Special emphasis is placed on audience attitudes and reactions. The majority of the various jobs performed are assigned on the contract plan by committees democratically chosen. For purposes of individuation of instruction, use of the Speakaphone recording machine has proven very effective.—HYMEN ALPERN, *Principal*.

**Nashua, New Hampshire.**—Junior High School. All pupils of the school are assigned to auditorium classes one fifty-minute period a week. The classes range in size from sixty-eight to one hundred pupils. Some of the aims of this instruction are: to discover and train the individual abilities of pupils; to develop initiative and originality and give the pupil an opportunity to express himself in various kinds of situations; to encourage clear and distinct speech; to help the pupil to overcome awkwardness, self-consciousness, and stage fright; to develop social attitudes and proper group conduct; and to develop the powers of being an appreciative audience and a careful critic. The class period is divided into three parts; ten minutes for announcements and twenty minutes each for platform work and special activities.—M. J. WRIGHT, *Principal*.

**Orlando, Florida.**—Senior High School. A number of neighboring schools in this area exchange assembly programs. Dates and hours are scheduled by the participating school. If an exceptionally fine program has been put on in a neighboring school, the Orlando school requests its production before their student body. When these visiting programs are given, the audience is a model of quietness and a demonstration of appre-

ciation. The audience wants the visiting actors to know that they are ladies and gentlemen. When dramatic programs are given, guest tickets are often sent to the dramatic group of a nearby school. This tends to establish friendly inter-school relations and as most of the pupils remain in the community as adults it establishes desirable early association.—W. L. BOONE, *Principal*.

**Rolla, North Dakota.**—High School. Each class presents an assembly program every six weeks. The pupils may go to their adviser for advice and suggestions, but at all times the initiative must come from the pupils. The arrangement of any program, the development of dramatic numbers or musical numbers, the direction of group singing, the arrangement for the introduction of speakers and appropriate observance of special days are all parts of the pupil-developed assembly programs. When the program committee of a class decides to have a program, a date is arranged with the principal. Most groups arrange for the date considerably in advance. At frequent intervals the most appropriate program arrangements and courtesies are discussed by the committee and classes. The completed programs are discussed at the student council meetings when service-to-school is considered.—C. J. GLUDT, *Superintendent*.

**Springfield, Missouri.**—Jarrett Junior High School. Assembly programs are held one period weekly. They are an outgrowth of regular school work and are used as a means of training in citizenship. It is the one occasion each week when the school is conscious of itself as a group. A short ritual, consisting of the pledge to the flag, the school song, and the school creed, forms the opening part of each assembly program. Programs are put on by clubs, home rooms, classes, and outside talent (eight a year). Much dramatization is used. Skits are well worked out and appear quite frequently. All programs show long-time planning and real preparation before presentation.

One of the many interesting assemblies is that known as the honor day assembly held near the close of the school year. Each pupil in the ninth grade is asked to nominate five boys and five girls who in his judgment represent those who have rendered fine service to the school. From this list, the student body select twenty boys and twenty girls. The faculty reduces this list to ten boys and ten girls. These twenty pupils are then given recognition at this special assembly.—C. F. McCORMICK, *Principal*.

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# Teaching Devices

## CONTRIBUTING SCHOOLS

### 40. Motion Pictures

Chambersburg, Pa., High School	Moline, Ill., High School
Gardner, Mass., High School	Oak Park, Ill., Senior H. S.
Gilson, Ill., Haw Creek Twp. H. S.	Oakvale, W. Va., High School
Hancock, Md., High School	Pomona, Calif., High School
Hernando, Miss., Consolidated H. S.	Stevens Point, Wis., High School
Lakewood, Ohio, High School	Washington, D. C., Eastern H. S.
Lewiston, Idaho, Junior H. S.	Winona, Minn., High School
Loop City, Neb., High School	

### 41. Educative Uses of the Radio

Atlanta, Ga., Murphy Jr. H. S.	New York City, Evander Childs H. S.
Barberton, Ohio, Central H. S.	Port Marion, Pa., Jr.-Sr. H. S.
Devils Lake, N. D., High School	Scranton, Pa., High Schools
East Grand Rapids, Mich., High School	Taft, Calif., Union H. S.
Flint, Mich., Northern H. S.	Valley City, N. D., High School
Los Angeles, Calif., Hollenbeck Jr. H. S.	Washington, D. C., Central H. S.

### 42. Reporting Pupil Progress

Amelia, Va., High School	Kingstree, S. C., High School
Antigo, Wis., Public Schools	Los Angeles, Calif., Eagle Rock H. S.
Battle Creek, Mich., Junior High Schools	Minneapolis, Minn., Edina-Morningside Public Schools
Brentwood, Mo., High School	Morgantown, W. Va., University H. S.
Chambersburg, Pa., High School	Newport, Vt., Public Schools
Chicago, Ill., University of Chicago H. S.	Oakland, Calif., University H. S.
Cleveland Heights, Ohio, Monticello Jr. H. S.	Prescott, Ariz., High School
Eureka, Kan., Senior H. S.	Seattle, Wash., High Schools
Fort Smith, Ark., Senior H. S.	Tarrytown-on-Hudson, N. Y., Highland Manor School
Fresno, Calif., Hamilton Jr. H. S.	West Bend, Wash., High School
Holcolombe, Wis., High School	Westwood, Calif., Junior-Senior H. S.
Jenkinstown, Pa., High School	

### 43. The Use of the Library

Barton, Md., High School	Sedro-Woolley, Wash., Union H. S. No. 4
Chambersburg, Pa., High School	Silver Spring, Md., Montgomery Blair H.S.
Gibsonville, N. C., High School	Tuscaloosa, Ala., Senior H. S.
Lakewood, Ohio, High School	Vernal, Utah, Uintah H. S.
New Ulm, Minn., High School	Winston-Salem, N. C., High Schools

### 40. Motion Pictures

**Chambersburg, Pennsylvania.**—High School. A visual education club, with a faculty member as sponsor, has been organized. This club is in complete charge of all visual material and equipment. These members are trained to deliver, set up, and operate a motion picture or other types of machines. Gradually a good film library is being built up through purchase. Numerous other films are rented. Each week the English class discusses the movies shown currently in the local theater. French pupils also go to see the special French pictures, sponsored by the local college.—J. FRANK FAUST, *Principal*.

**Gardner, Massachusetts.**—High School. Every Monday morning all pupils see and hear one of the Erpi biological films. Each teacher during the week makes use of the picture as it fits in with the work at hand. After the assembly the film is again shown in the separate biology classes for additional study and interpretation. The Ilva series of sound pictures are used for the monthly assembly program. These deal with broad social problems and the sequence is integrated not only with the central theme of the assembly programs but also with the regular classroom work. Each teacher has a schedule of film dates, an outline and a list of related questions on each film, so that the different classes can be prepared to secure the maximum benefit from the picture.—F. E. WILLIAMS, *Principal*.

**Gilson, Illinois.**—Haw Creek Township High School. The principal made a survey of the 1,987 high schools or school systems of the state of Illinois (exclusive of Cook County) from which he received 558 replies. Three hundred and fifteen of these reported having visual education programs. While many schools reported 35mm., rather than 16mm., only one reported that they planned to buy a 35mm. machine. The chief use of the 35mm. machine was reported as being in the auditorium. Again, silent machines were more in number, but only a few schools reported that they planned to buy a silent machine. The opaque machine and the 35mm. film strip machine were about equal in use and in intended purchases.

The 2" x 2" lantern slide projector is beginning to make its appearance in the school room. A number of schools (forty) own movie cameras and are making films. Screens, in order of frequency of use, were glass bead, plain white, and aluminum coated. Very few (twenty-five) of the schools reported a visual aid director. This responsibility in most cases was assumed by the principal or superintendent. The greatest number of schools use the films in the classroom. Preparation and follow-up work in study by the pupils was reported in most schools. About 90 per cent of the schools reported industrial films satisfactory for classroom use. This school of 87 enrollment in a rural community uses annually 175 films and has a strip film library of over ten thousand separate views.—A. B. ROBERTS, *Principal*.

**Hancock, Maryland.**—High School. A county visual aid committee has been set up for the study and evaluation of equipment and materials. As yet the work is far from complete, due to the lack of sufficient funds. All films and slides are listed according to subjects and topics by sub-committees from each school. This has the advantage of unifying the subject matter as well as providing a source list of illustrative material that is beneficial to all the teachers.—W. H. BABYLON, *Teacher*.

**Hernando, Mississippi.**—Consolidated High School. The school has a 16mm. motion picture machine which it uses as an instructional aid. Films of educational value only are shown. The plan at present is to show one each month. It is financed in the regular school budget under instructional cost. Each is scheduled sufficiently in advance so that all teachers can do some pre-teaching on the subject. In so far as possible the time

selection of films is made to fit in with the regular instructional program of the school.—J. F. RUSSUM, *Superintendent*.

**Lakewood, Ohio.**—High School. Motion pictures are used quite extensively in the classrooms. Where a chemistry film might overlap in history or commercial geography, these classes are also shown the picture. Thus a certain amount of co-ordination and integration of instruction is achieved. The modern language department uses some foreign language films. The French class used *Les Perles de la Couronne*, the Spanish class used a number of Latin American movies, as well as four Fitzpatrick Travelogues of Spain on sound film. One teacher, having traveled in Mexico, showed films of Mexican life, and customs.

Pupils go to the movies as class representatives to see the *March of Time* (using free passes from the local theatres). They then conduct the class discussion based on the film and its implications. The *Chronicles of America* films are shown in all American history classes. Special films on the Co-operative Movement have been used in the economics and sociology classes. The commercial geography classes use a dozen or more films each semester. These are planned ahead and are definitely related to the unit being studied at the time of the showing.—J. C. MITCHELL, *Principal*.

**Lewiston, Idaho.**—Junior High School. The motion picture has become an essential part of the instructional program of this school. While some large audience groups are formed, for the most part the small classroom unit is used. Teachers requisition films ahead of time. When a picture is shown, the teacher rates it excellent, good, fair, poor, or objectionable. Other types of visual aids are also used. The entire program is carefully organized. Each teacher has become considerably familiar with the use of visual aids. The principal, in an effort to have teachers fully aware of their value and of techniques and methods of use, has prepared a series of mimeographed bulletins on these topics.—C. C. LANE, *Principal*.

**Loop City, Nebraska.**—High School. Each year the school uses about 125 reels (16mm.) of motion pictures, mostly sound. These films cover a wide range of subjects and are used in almost every class. They are secured from numerous sources. In March or April, teachers make selections from various catalogues. In June the Board of Education determines the amount of money that will be allocated in the next year's budget for films. The films are selected from the lists submitted by the teachers. Since many more films are requisitioned by the teacher than can be secured for the money available, they are selected on the basis of frequency of request and possible use in other classes. In June or July the films are booked. By booking in advance for the entire year a great reduction in the cost of rental is secured. A listing of these films by subject fields, together with a brief description of content and the number of reels, the date available, whether sound or silent, is prepared and given to each teacher. The films can be distributed rather evenly over the school year as a result of the early booking. Likewise, teachers know when the films are available and can thus plan their teaching. If films are longer than one class period, no hesitancy is made to cut across class schedules.



The projector is made available to the community. The Rotary Club and other organizations use it frequently during the year. By this plan favorable contacts are made with the community and as a result the people support the education program of the school in a more active manner. Only rarely are pictures shown in the school auditorium at night. Therefore there is no competition with the local theatre. The cost of the whole program figures at less than a cent per pupil.—KARL PECHT, *Principal*.

**Moline, Illinois.**—Senior High School. A program of visual instruction closely correlated with the regular classroom instruction has been organized. The people of the community were educated to the value of visual aids. Three years ago a film of classroom procedures was taken and shown to the general public on various occasions. Since then, lighting equipment has been purchased so that actual classroom situations can be photographed in color. Two pictures, one 1,100 feet in length and the other 900 feet, depicting local civic activities, and showing city beautification projects were taken for the local association of commerce. School projectors and screens are used in showing these films. Through this co-operative spirit, the school emphasizes to the public that the school belongs to the public.—C. R. CRAKES, *Principal*.

**Oak Park, Illinois.**—High School. Pupils are trained to operate the motion pictures in the school. Each prospective candidate must have certain pre-requisites for membership in the projectionist staff. Some of the qualifications taken into consideration include reliability, co-operation, initiative, emotional stability, judgment, and mechanical aptitude. Pupils in classes below the sophomore year are not eligible. The group is carefully trained for the work. They have complete charge of the operation of the visual education program in the school. The plan has proved most successful. Teachers need only requisition the visual aids. The projectionist staff does the rest.—L. F. STEWART, *Director of Visual Education*.

**Oakvale, West Virginia.**—High School. The school uses visual aids in the classroom believing that rural boys and girls need opportunities for wider acquaintance with other environments. Visual aids and motion pictures in particular are used to supplement the school life of the boys and girls whose homes are deficient in books, magazines, and other social experiences. A very effective use of educational films is made in the regular classroom instruction. The home rooms use many occupational guidance films.—G. M. ELLIOTT, *Principal*.

**Pomona, California.**—High School and Junior College. This school provides an auditorium program three days each week during the noon period. Sound motion pictures (35mm.) of an entertaining and educational nature are shown. Old-time serials, short subjects are secured from the different motion picture companies. On another day a student program is presented. On the other, the Girls League sponsors a dance in the gymnasium. The school orchestra provides the music.

All these programs are carried on by students supervised by members of the teaching staff. The cost of the program is met by an admission

charge of one to three cents for each activity. The noon programs are from twenty to twenty-five minutes in length. That they are popular is shown by the fact that even with low charges the noon-hour assemblies had a credit balance of over forty-five dollars at the end of the last calendar year (1939).—J. E. WALKER, *Principal*.

**Stevens Point, Wisconsin.**—High School. Sound films are used in most of the departments of the school. Programs are so arranged as to use a complete class period for the showing and are correlated with the subject matter being studied. One of two procedures of presentation is generally used by the teachers. Either the movie is shown, readings then assigned, and class discussion following, or the related readings are assigned first, followed by the showing of the movie and class discussion.—P. M. VINCENT,

**Washington, D. C.**—Eastern High School. The school has a visual education committee which has charge of the noon-hour period. For a number of years it has been showing motion pictures for fifteen to twenty minutes each day. Social dancing and playground activities are available to the pupils at the same time. More than half the pupils attend the movies regularly. A 35mm. sound machine is used and a large variety of pictures are used. No charge is made, except for the Fox Movietone pictures shown each Friday noon. By constant searching for free pictures, the committee has developed a fine list of 35mm. sound and silent pictures that are not only entertaining but also educational.—CHARLES HART, *Principal*.

**Winona, Minnesota.**—High School. The school has teacher evaluations of over two hundred fifty films used during the last four years. Ratings are compared from year to year and from teacher to teacher. As a result many films have been eliminated due to their unsuitability. The teachers have also determined the most effective grade level in which these films can be used. This has decreased the tendency to show a single film to all grades simply because the teachers were interested in the subject. The rating scale used has a reliability of .83 using ratings of identical films made by the same teachers.—H. C. BAUER, *Superintendent*.

#### 41. *Educative Uses of the Radio*

**Atlanta, Georgia.**—Murphy Junior High School. For the past three years, the school has used the radio as an actual teaching device. Each teacher of an academic subject, and many of the special subject teachers, have purchased a portable radio. The school pays three-fourths of the list price if the teacher and the class pay the other one-fourth, with the provision that the radio belongs to the school after the class has been promoted or the teacher has been transferred. Some thirty radios were bought under this plan and placed in the various classrooms.

A teacher committee prepares daily a morning bulletin announcing the various radio programs which might be of interest during the day. A radio bulletin is mimeographed and distributed, in which is discussed the use and the care of the radio, and the use of make-believe radio in the

classroom. Units of instruction on the radio are prepared and included in the bulletin.—H. O. BURGESS, *Principal*.

**Barberton, Ohio.**—Central High School. A radio and public address system has been in use in this school for eight years. With this, two different programs can be brought in at the same time to different groups of classrooms. By the use of these, programs of current problems in social science classes are heard. Class discussions are thus materially vitalized.—H. A. PIEFFER, *Principal*.

**Devils Lake, North Dakota.**—High School. The school has a specially equipped broadcasting laboratory in the school building connected with the local commercial broadcasting station. This station donated the electrical transcription table. A semester course in radio broadcasting and public speaking is offered. The course covers the elementary procedures in broadcasting, some voice training, a study of the production of sound effects, program making, and procedure in acting as a master of ceremonies. The fundamentals thus learned are put in use and practiced over the school's public address system.

The members of the radio broadcasting and public speaking course act as master of ceremonies for all school programs broadcast over the local station. All the sound effects are prepared by them. The period for broadcasting over the local station comes daily at the same time this class meets. The class listens in on the broadcasting and offers criticisms of the production. Credit is given for either one or two semesters of work. Somewhat similar radio workshop courses are offered for juniors and seniors in all the high schools of Minneapolis and three of the high schools of St. Paul, Minnesota.—F. H. GILLILAND, *Superintendent*.

**East Grand Rapids, Michigan.**—High School. Whenever possible the radio is used as a method of instruction. Assignments are sometimes given to listen to a certain program, such as the *Town Meeting of the Air*, *We the People*, and political speeches. Pupils come prepared to discuss it in class the next day. Programs during school hours are frequently heard and later discussed in the regular classroom.—S. E. ELLETT, *Principal*.

**Flint, Michigan.**—Northern High School. A radio broadcasting course has been organized. Here pupils are taught letter sounds, and correct enunciation and pronunciation. They visit the local station to discuss a commercial set-up, the financial arrangements, and government regulations. They write script and then dramatize this over the school's public address system and the local commercial station. In this work they also become familiar with the social values of their community organizations, since they broadcast for the Community Fund and others. The pupils act as program directors, sound effect engineers, and announcers.—NELDA TOPOLKA, *Teacher*.

**Los Angeles, California.**—Hollenbeck Junior High School. The school has a soundproof broadcasting room completely equipped. Each room in the school building is connected with a loud-speaker. Each Monday, fifteen-minute broadcasts are given by a group known as Radio English. These



Educative Uses of Radio.  
Broadcasting the Prepared Program, Lakewood High School, Ohio

programs are prepared for two levels of pupils, one for the pupils of grade seven and the first semester of the eighth grade, and the other for the pupils of the last semester of the eighth and the entire ninth grade. In addition, special full-period programs are often prepared and broadcasted to the classrooms. This group has also broadcasted over local and Pacific Coast commercial stations.—DEENA GOOTKIN, *Principal*.

**New York City.**—Evander Childs High School. The school offers a course in radio appreciation. Each week the English department issues in mimeographed form to all pupils a list of recommended radio programs, also new books, plays, and motion pictures. The French Information Center in New York City is used to keep pupils informed of radio programs about France, both in English and in French. Recordings of *American All — Immigrants All* are used in German and Spanish classes. Films of foreign travel agencies, shipping companies, and museums are used quite frequently.—ABRAHAM LEFKOWITZ, *Principal*.

**Port Marion, Pennsylvania.**—Junior-Senior High School. The school, in addition to producing radio programs for broadcast to the classrooms, gives two programs weekly over the nearby commercial radio station. The programs are developed primarily for consumption in this rural community, especially for the pupils in the neighboring high schools. Programs are built around national events and dates, as well as around topics related to character and social etiquette. Scripts are the result of the work of the senior problems of democracy class. Each program is the result of research and much background reading and study on the part of the class tying

in directly with the regular classroom work of the group. The work tends to develop an appreciation for good radio programs, as well as to develop the ability to analyze critically radio's offerings.—S. W. JACOBS, *Principal*.

**Scranton-Dunmore, Pennsylvania.**—High Schools. A series of twenty-nine weekly radio programs are presented throughout the year as an extra-class activity. Originating before the assemblies of any one of six high schools, the broadcasts are recorded on two 16-inch disks and played back in the evening on a half-hour program over a local commercial station. All schools, including the grades, participate. The programs are, except for station announcements, entirely pupil-conducted. For the most part, the scripts are the creation of pupils, classes, radio, or dramatic clubs working under teacher direction.

General supervision and the direction of the programs rest with a school radio committee, a division of the Scranton-Dunmore teachers' organization. All participation by teachers, principals, and pupils is on a voluntary basis. Since the broadcasts are a public service of the radio station, the expense to school organizations is negligible.

On these half-hour broadcasts, content is usually built around a central idea stressing some socio-economic goal. This may be, for example, racial tolerance, personal safety, aesthetic appreciation, or civil liberty. Method is by dramatization through many voice changes and interwoven music. Seldom are any direct statements made on the value of education.—E. W. CRUTTENDEN, *Chairman, School Radio Committee*.

**Taft, California.**—Union High School. The social science department has been using transcriptions of *Town Meeting of the Air*, *Gallant American Women*, and *Democracy in Action*. The art department is also using transcriptions of *Art for Your Sake*, and *Art for Me*. While other departments are having their pupils listen in at home to certain broadcasts, the two above are the only ones making any considerable use of the transcription idea. The teachers believe that this method of teaching is a valuable auxiliary and hope to be able to expand its usefulness in the future.—STANFORD HANNAH, *District Superintendent*.

**Valley City, North Dakota.**—High School. For several years this school has been providing programs over the local radio station. This provides training in expression, actual training in radio broadcasting, motivation of expression work, better acquaintance of patrons with the school, and inducements to rural pupils to attend high school. The programs generally are organized around the departments of the school. Last year guidance was selected as the central theme. Each program was supplemented with music and information about the school. One day of each week the school has complete control of the local station. Pupils write their own scripts and news bulletins, and go to the station for their presentation.

The work is now being extended to include the three elementary schools, the junior high school in the city public school system, the local college and its elementary and high-school training schools, and a parochial

school. These units plan to take turns in providing a thirty-minute program each week.—G. W. HANNA, *Superintendent*.

**Washington, D. C.**—Central High School. The Radio Guild, with a membership of about seventy pupils, grew out of a vital classroom need to make realistic the characters in history. It has given six radio broadcasts over local commercial stations in the two years of its existence. Pupils conceive, write, and carry out the programs. Those that are put on in the regular classroom are directed by pupils. The group criticizes their radio broadcasts and attempts to profit by these discussions. They learn to be discerning listeners through actual radio program construction and broadcasts. Their criticisms are tempered by a knowledge of some of the difficulties in producing the programs.—L. G. HOOVER, *Principal*.

#### 42. Reporting Pupil Progress

**Amelia, Virginia.**—High School. In addition to the usual grades given for each subject, the periodic report to the home contains a message to the parent and an analysis of the pupil's social growth and work habits. The messages, different each period, are general statements concerning education. They indirectly attempt to explain what the school is doing. The analysis of social growth involves a degree checking of six items — courtesy, personal appearance, health habits, ability to get along with others, co-operation, and respect of rights and property of others. Each item is further subdivided. Under work habits are: Puts forth best efforts, attentive and follows directions accurately, completes assignments regularly, works neatly, and makes good use of leisure time.—ROY HELMS, *Principal*.

**Antigo, Wisconsin.**—Public Schools. Junior-Senior high school report cards are sent to parents at the end of every nine-weeks period. This card carries a satisfactory or an unsatisfactory mark. If the pupil is achieving within reasonable limits of his capacity, and, according to the teacher's observation, is developing those traits that are generally conducive to success, his report is marked satisfactory. If not, his report is marked unsatisfactory. The card also carries a brief account of the reasons why the work is satisfactory or unsatisfactory.

A record is made on the permanent record of each pupil's achievement ranking in each subject pursued. This record indicates the quarter of the class in which the pupil ranks and the number in the class. The teacher of each subject is also asked to indicate by an *R* or an *N* whether in her judgment the student should be recommended for further work in this subject field.—P. A. TIPLER, *Superintendent*.

**Battle Creek, Michigan.**—Junior High Schools. The junior high teachers have a consultation period with the pupil during which time the pupil's mark is decided co-operatively.—EARLE W. GIBBS, *Teacher*.

**Brentwood, Missouri.**—High School. The marking system in this school is based upon the belief that it is better to give an approximate mark denoting achievement, accompanied by a mark indicating effort, than to try to delude the pupil into believing that a mark can be given showing



exactly what he has achieved in a subject. The system is a *P* for passing, *H* for honor work, and *U* for unsatisfactory work carrying no credit. Any one of these marks may be accompanied by the numeral, "1" for superior effort, "2" for only medium effort, and "3" for minimum effort. Thus a pupil may receive an *H-2*, a *P-1*, a *U-3*, or any possible combination of these marks.—W. L. EVANS, *Principal*.

**Chambersburg, Pennsylvania.**—High School. A numerical grade system has been developed to reward the ambitious pupil who carries a heavy schedule of electives, so that his average may compare favorably with the pupil who carries only the minimum required subjects. To the final raw arithmetical average of each pupil is added .1 for each additional one-half credit over 16. For example, Pupil A had a raw average of 92.8, with 24.3 credits and Pupil B had a raw average of 92.9 with 18.2 credits. After the bonus has been added to each, Pupil A's grade for the extra credits is 94.5 as compared with 93.3 for Pupil B.—J. FRANK FAUST, *Principal*.

**Chicago, Illinois.**—University of Chicago High School. A, B, C, D, and F letters are used for marking. Each letter has nine descriptive phrases in order to secure more uniformity in grading. These indicate the type of work usually characteristic of pupils on these five levels of achievement in subject-matter fields. Discussing these with the pupils and mailing the descriptions to the homes has released the school of most of the difficulties incident to a grading system.—P. B. JACOBSON, *Principal*.

**Cleveland Heights, Ohio.**—Monticello Junior High School. Heterogeneous grouping is used. Within a specific class, each unit in the course is analyzed to discover the essential ideas and principles. To acquire these becomes the minimum objective, as well as the foundation for further study. These are presented, assimilated through study, and developed in discussion. Each pupil is required to be able to state these in a mastery test. Success here is marked D. Re-teaching and re-testing are used until every pupil achieves this. Those passing the D test promptly proceed to acquire corroborative facts and corollary ideas. Success is measured by a comprehensive test and is marked C. This is achieved by approximately the middle 50 per cent of the class. For a mark of B, a pupil is required to organize the material of the unit in outline form. For an A, he must prepare, in addition to all work for the lower grades, an independent, written study of a related topic. By this procedure pupils of different abilities naturally group themselves both as to ability and interest. Distribution among the different levels is not made on relative *completeness* of achievement but on *mastery* of different levels. Different kinds of teaching are used for the different levels.—L. B. BRINK, *Principal*.

**Eureka, Kansas.**—Senior High School. Reports are given periodically to parents on attitudes, work habits and scholarship. Each one of the characteristics are further subdivided and checked so that the parent secures a complete picture of the progress of his child.—W. R. WHITZEL, *Principal*.

**Fort Smith, Arkansas.**—Senior High School. A revised marking system on the basis of five grades or letters, A to E, has been introduced.

Each letter is defined in terms of pupil accomplishment in skills, knowledges, and attitudes. These have been developed as indices of various types of pupil interest and pupil capacity. They are intended to describe the number, kind, and intensity of interests, the nature and extent of various abilities, and the social value of the work done. Pupils must make a general average of C in order to receive a regular diploma. Those making a general average below C are given high-school certificates. The school provides five different kinds of diplomas and three certificates, of which only two admit to college.—ELMER COOK, *Principal and State Co-ordinator*.

**Fresno, California.**—Alexander Hamilton Junior High School. A citizenship rating system has been developed in the school. Each six weeks, each teacher rates all her pupils either satisfactory or unsatisfactory on health habits, work habits, social habits and school attitude. Reasons are given if marked "unsatisfactory." These are used by the principal and the counselors in the guidance program. Where matters of discipline are involved, the principal has a conference with the pupil.—WALTER C. SCHLEIN, *Principal*.

**Holcombe, Wisconsin.**—High School. All formal six weeks semester and final examinations have been eliminated. The informal standardized and diagnostic classroom tests are given where needed. A pupil receives no grades of any type. The office does keep three letter-grades for each semester's work to meet college entrance requirements, but in no case does the pupil see these until after graduation. Only a few ask to see them then. The school has no failures. This plan has been in operation for six years.

During a pupil's school life he will take three mental tests, a personality rating, a hobby rating, and a home environment rating. A battery of achievement tests is given in the ninth grade. These give a picture of the pupil's weaknesses and strengths and his correct grade placement. Guidance and assistance is given where needed in an attempt to have each work up to capacity. Conferences are held with the parents and informal letters written to them when necessary.

In lieu of grades, twice each semester, an informal letter is written to the parent. This covers all phases of the pupil's growth, such as character traits, personality, citizenship, health, and manners. At least one compliment is made in every letter. Each teacher makes her report in a paragraph under her name. The principal reads these and makes the final paragraph ending. No letters are issued at the end of the school year, as they have little value at this time.—C. RUSHMAN, *Principal*.

**Jenkinstown, Pennsylvania.**—High School. One teacher uses rankings of pupils made by them in conjunction with his own marks to determine the actual grade given each pupil. Each pupil in the class ranks the names of all the other pupils in his class. These are then collected and an average is secured of the total of ranks given to each pupil by all the other members of his class. Letter grades are then assigned somewhat on the basis of the probability curve. Correlations between pupil rankings and teachers alone have run as high as .95.—H. C. LANK, *Social Studies*.

**Kingstree, South Carolina.**—High School. The marking system has been changed to indicate "growth" other than subject-matter achievement. In order to meet the requirements of this new educational philosophy, report cards use only two letters, *S* and *U*. The former denotes satisfactory work, and the latter inferior work on the basis of the pupil's ability. These letters are also used to denote the pupil's "growth" in character traits.—M. F. MONTGOMERY, *Principal*.

**Los Angeles, California.**—Eagle Rock High School. The grading system consists of three marks, *R* (outstanding, recommended for college), *S* (satisfactory work), and *E* (needs to improve, no credit toward graduation). The pupil is given one of these three grades on five items, achievement, responsibility, inquiring mind, social concern, and work habits.—HELEN CORLISS BABSON, *Principal*.

**Minneapolis, Minnesota.**—Edina-Morningside Public Schools. Pupils in grades seven and eight are graded on their total accomplishment. Four times each year recognition is given under twelve items to his social and emotional adjustment, under four items to his physical development, under eight items to his aesthetic growth, and under an average of five items in each school subject. Thus at four times during the year, eighty items are checked for each pupil as to whether they are performed "very seldom, part of the time, or practically always." In addition, the pupil's chief home-room interest is noted. Marks are not used, only check marks placed after each trait indicate in the judgment of the teachers the pupil's progress.—O. S. GLOVER, *Superintendent*.

**Morgantown, West Virginia.**—University Demonstration High School. The school, feeling that the practice of ranking pupils for the purpose of evaluating progress was unfair and did not measure progress, changed to a system of informal communications with the parent and the pupil. Certain traits are listed and defined in an accompanying sheet. These become the teaching goals of the school. In evaluating achievement in subject matter, consideration is given to "growth" in relation to the pupils' capacity to learn. For certification of college entrance requirements, evaluations based on rank are still used. The traits which are expected of pupils and reported to parents are, ability to co-operate, conduct, the practice of the golden rule, honesty, promptness and personal responsibility — the latter including industry, persistence, dependability and originality.—E. L. ZIMMERMAN, *Teacher*.

**Newport, Vermont.**—Public Schools. A report card has been devised which provides for pupil self-evaluation as well as teacher evaluation. While it is used for all ages, only those statements are checked which apply to the pupil. Four marks are given: A star (\*), indicating the best work of which the pupil is capable; a plus (+), indicating satisfactory work; (I) indicating improving; and a check (✓) indicating improvement needed. Under citizenship and work habits, the pupil rates himself on sixteen different items. These are subject to criticism and change in conference with his teacher.—H. B. ASHLAND, *Principal*.

**Oakland, California.**—University High School. A committee on reports and records have discussed the feasibility of having parents come to the school for their pupil's reports rather than sending these reports to their homes. Consideration is being given to a careful study of its possibilities before details for finding the time and the space in the high school are worked out.—G. A. RICE, *Principal*.

**Prescott, Arizona.**—High School. Pupils are graded on the basis of working up to capacity, rather than on the amount of subject content known. In the case of a college transcript, there is no differentiation in the grade earned in either the A, B, or C groups. Every effort is exerted through the guidance program to discourage non-college pupils from going to college.—A. W. HENDRIX, *Principal and State Co-ordinator*.

**Seattle, Washington.**—High Schools. A city-wide test committee prepared a senior high-school curriculum test in world history. The first part measures understanding and recall of content, while the second part, basic skills. Teachers throughout the city submitted items for the test. The committee, after a study of the recent materials on tests in this field and with the help of existing standard published tests, developed the tests from the submitted items and others which they found necessary to add. This provided a common yardstick by which accomplishment could be appraised by both teachers and pupils throughout the city.—WORTH McCURE, *Superintendent*.

**Tarrytown-on-Hudson, New York.**—Highland Manor School. The school stresses to pupils and parents the fact that school marks do not measure the value of classwork as accurately as a foot rule measures height. Therefore, marks cannot be reliably used to compare the progress of one pupil with another. The school, in most cases, maintains two sets of marks, the first based upon the pupil's own individual standards, and the second upon school or general standards. The first is more useful to parents, as it tells them whether their child is working up to his capacity. The second is more useful to colleges, as it enables them more accurately to compare any individual pupil with other candidates. As a result, college preparatory pupils are marked more strictly than are the general academic pupils.—E. H. LEHMAN, *Director*.

**West Bend, Washington.**—High School. Grading and rating has been abandoned, but letters concerning the pupils' attack upon their work and progress in it are sent to parents every six weeks. The only examination at the end of the semester is this one question: "In your very best effort, write a thesis on the subject, 'What I have learned this semester.' Don't make unproven claims, but contrive to make each teacher pleased with a surprising result backed by plenty of illustration and proof." The superintendent states that as a result "pupils give more attention to their interests and less to teachers' whims." They are not embarrassed by teacher-type examinations, but are aroused to sum up their learnings and present them in novel and life-like inventiveness. At the end of each semester the pupil's report card informs him and his parents whether he has done work which

will recommend him to the university or has only earned credit toward his graduation.—L. C. WRIGHT, *Superintendent*.

**Westwood, California.**—Junior-Senior High School. Periodical reports of pupil programs are sent to the parents. Each report is the result of a pupil-teacher conference. The parent is informed of the name of the course, the number of hours credit it carries, and if the pupil is passing or not. The pupil is checked as to outstanding progress, progress shown, and attention needed on each of the following items: Responsibility as a citizen, getting along with other people, regularity of attendance, use of class time, eagerness to improve, care, accuracy in work, practice of healthful habits, reading ability, language ability, and arithmetic ability. In addition, the teacher indicates if the pupil will be recommended for college, if his work in this class continues of the present quality.—G. H. GEYER, *Principal*.

#### 43. *The Use of the Library*

**Barton, Maryland.**—High School. This coal-mining community of approximately 1,400 population, had no library; in fact, not even commercial entertainment, such as a theatre. The school and several civic-minded individuals of the community decided to provide a school-community library in the school. Donations of books and money were solicited. Newspapers in nearby communities gave support by making an appeal in their columns. As a result of this and W. P. A. and N. Y. A. assistance, a library was opened in February 1939 in the high-school building. One year later more than three thousand books were available to the public.

A trained librarian is placed in charge. It is open from nine to five daily and two evenings a week twelve months of the year. When new books are added they are placed on a rental shelf. This money buys new books. The project attracted wide attention and resulted in large gifts from libraries in Baltimore, Maryland; Newark, New Jersey; and Hartford, Connecticut.

That the library is filling a real need not only in the school but also in the community in general is shown by the fact that for the first year the average monthly withdrawal of books was two thousand. Special day and other displays are made almost continuously in the library and in downtown store windows. Thus, through this project and the interest taken by the townspeople, pupils are induced to make greater use of the library.—G. C. COOLING, *Principal*.

**Chambersburg, Pennsylvania.**—High School. This school, with an enrollment of 1,150 and a library with a seating capacity of eighty-eight, has an average daily attendance of five hundred sixty pupils. No single device is responsible but a number of devices used constantly for at least five years have built up interest, appreciation, and morale, which increase pupil and teacher use of the library.

The book collection is kept growing by a regular yearly appropriation of money. This provides for frequent additions of attractive new books to stimulate interest and meet immediate needs. Every pupil, im-

mediately upon his entrance into the school, is instructed in the use of the library. An unusually large collection of back numbers of magazines (over five thousand) and a generous number of current subscriptions (forty-five) are drawing cards and interest wedges that lead to increased reading and use of the library. An unusually large staff of student assistants together with a trained librarian increases the use of the library. Numerous class projects encourage and necessitate constant use of the library. Remedial reading in the first year English classes increases comprehension and speed and consequently increased pleasure and interest in reading. The library is kept constantly before the eyes of the school through weekly articles in the school newspaper. Supplementary reading lists prepared for each course encourage background reading. Freedom to come and go to the library at all times for the whole or a part of any free period is another contributing factor which helps to make the library the "hub of the school," thus filling it to capacity almost constantly with pupils whose attendance is voluntary.—J. FRANK FAUST, *Principal*.

**Gibsonville, North Carolina.**—High School. A study was made of the reasons pupils did not use the library. Some of the findings revealed were poor collection of books and few magazines, room poorly lighted, and insufficient seating and reading equipment. Sixty-five magazines, of which 75 per cent were selected by the pupils, were purchased and placed on new magazine racks. New books were purchased. Pupils were instructed in locating books in the library. Attractive new light fixtures were added. Comfortable and adequate seating and reading equipment was installed. As a result, the library is used by the pupils. Faculty supervision is no longer required.—T. E. STOUGH, *Principal*.

**Lakewood, Ohio.**—High School. The student council appoints a library committee composed of eight seniors and three juniors, which supports, advises, and in every way possible aids the librarian. This committee operates the student monitor system in the library. This brings a different boy and a girl into the library every period of the day. The committee assists in developing plans for National Book Week. It encourages all pupils to suggest new books for the library, and urges them to use the library for their informational and recreational reading.

Teachers and librarian co-operate closely. The librarian goes to the classroom to help the pupils. She sends notices monthly to the teachers, prepares bibliographies for class units of work, assists class groups brought to the library for research and makes up groups of books which are taken to the classroom during the study of a regular unit of work. Bulletin board display of book jackets, display of pupils' work in the library, new book displays, new items about the library in the school paper—these are a few of the devices and methods used which result in a greater use of the library by the pupils.—J. C. MITCHELL, *Principal*.

**New Ulm, Minnesota.**—High School. Various methods are used in an effort to make the library a truly functioning entity in the lives of the pupils and thus develop in them the habit of using it even after



their formal schooling is ended. A large spacious room, colorfully yet restfully decorated, has been newly equipped. It contains an office, a work room, a room for magazine stacks, and a small room for student conferences, in addition to the main library. A full-time, trained librarian is in charge. N. Y. A. pupils assist the librarian with the housekeeping and minor technical duties. The library is made the center of the instructional program. The librarian and the teachers co-operate in devising ways through which its importance is recognized by all pupils. Reading guides of new books, interestingly written, frequent bulletin board displays, exhibits, all tend to motivate reading. Instruction in the use of books and the library is given when needed on an individual basis, rather than by means of isolated library lessons to heterogeneous groups. Browsing is encouraged.—W. A. ANDREWS, *Superintendent*.

**Sedro-Woolley, Washington.**—Union High School, No. 4. By rotating classes through the library with classroom teachers and librarians co-ordinating the use of the library materials, pupils read more books and magazines than they ever did before. They are developing habits of general reading. Pupils are exploring corners of the library that formerly were left untouched.

The librarian reports that the adoption of this system of giving classes scheduled hours in the library each week has doubled the book circulation, and has greatly increased the daily use of books and magazines in the library itself. Another indication that the plan is securing an increased use of the library is the fact that more than twice as many books must be sent annually to the binders. Again, the type of books selected has improved. Very often the number of nonfiction books circulated per day exceeds the number of fiction. The standard classics and literary works other than novels are being enjoyed more frequently. Pupils are becoming more familiar with library materials.—K. R. DRISKILL, *Principal*.

**Silver Spring, Maryland.**—Montgomery Blair High School. With service as its motto, the school library embraces a wide range of activities, including reading, reference, instruction in the use of books as tools, and activities having a distinctly social and ethical aim. Some of the methods by which the pupils are induced to use the library are: an adequate supply of pamphlets, bulletins, and illustrative material; a fair distribution of library funds for each department; the library open continuously throughout the day; attendance of the librarian at all faculty meetings and assemblies; formation of a library club; exhibits from all classes; co-operating with all teachers in stimulating pupils to use the library; co-operating with those of the guidance staff; instructing pupils in the use of the library; stressing the importance of the local library and often calling upon this library for help; basing book orders on suggestions from the teaching staff; and ordering those magazines and periodicals which are suited for secondary schools.—ELIZABETH STICKLEY, *Librarian*.

**Tuscaloosa, Alabama.**—Senior High School. The library includes one large and one small reading room, a work room, a conference room

for pupils, and one for teachers. The small reading room and work room are used by classes or other small groups who wish to read and work together. They provide a place where they may have discussions without disturbing others. They make it possible for teachers and librarians working with the groups to provide better reading guidance.

The conference room is also in constant use by committees, debaters, and similar small groups. Both this room and the small reading room are equipped with shelves and bulletin board space for the accommodation of materials reserved by groups scheduling their use. Thus this physical set-up makes it possible to develop a flexible instructional program and affords a real opportunity for pupils to learn the facts about the important development of their times and to become aware of the variety of opinions on controversial questions. At the same time it provides opportunities for developing guided general reading habits.—CLARA L. VERNER, *Principal*.

**Vernal, Utah.**—Uintah High School. Pupils this year for the first time were permitted to make their own choice of library books to be bought. Agents came to the school with copies of books which were presented to the pupils in the classes so that they could read the brief synopses. They were informed that only the books which they wanted to read were to be purchased. Pupils then prepared a list of books they would like to have placed in the library. As a result, the first set of about fifty new books were all signed out in a half-hour's time. These books have been very popular during the year.—HAROLD M. LUNDELL, *Principal*.

**Winston-Salem, North Carolina.**—High Schools. The community has been very interested in the development of a school library. Large appropriations have been made each year. In addition, a faculty member of one of the high schools left an endowment for the library, the income from which amounts to about five hundred dollars a year. All three high schools are making the library the center around which their work revolves.—J. W. MOORE, *Superintendent*.

# Teacher Problems

## CONTRIBUTING SCHOOLS

### 44. In-Service Training of Teachers

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|--|---|
| Bath, N. C., Public Schools                  | Jamesburg, N. J., High School                 |
| Bellingham, Wash., High School               | Kingstree, S. C., High School                 |
| Boise, Idaho, High School                    | Los Angeles, Calif., Gompers Jr. H. S.        |
| Bradford, Vt., Academy                       | Manassas, Va., Industrial H. S.               |
| Burns, Kan., Consolidated Schools            | Mason, Mich., High School                     |
| Chicago, Ill., Univ. of Chicago H. S.        | Nebraska City, Neb., Otoe Co. Schools         |
| Chicago, Ill., Wells H. S.                   | New Orleans, La., Orleans Parish High Schools |
| Columbia, S. C., High School                 | Northbrook, Ill., High School                 |
| Crisfield, Md., High School                  | Osawatomie, Kan., High School                 |
| Dayton, Ohio, R. R. 7, Fairmont H. S.        | Rochester, Minn., Jr.-Sr. H. S.               |
| Decatur, Miss., E. Central Jr. College       | Seattle, Wash., High Schools                  |
| Denver, Colo., Public Schools                | Shorewood, Wis., High School                  |
| Detroit, Mich., Southeastern H. S.           | Wakefield, Mich., High School                 |
| Floral Park, N. Y., Sewanhaka H. S.          | Washougal, Wash., High School                 |
| Fort Collins, Colo., Senior H. S.            | Whittier, Calif., Union H. S.                 |
| Gainesville, Fla., Yonge Laboratory School   | Winnetka, Ill., New Trier Twp. H. S.          |
| Greeley, Colo., Senior H. S.                 | Yonkers, N. Y., Benj. Franklin School         |
| Greencres, Wash., Central Valley Union H. S. | Yonkers, N. Y., Longfellow Jr. H. S.          |
| Greenville, N. C., Jr.-Sr. H. S.             |   |

### 45. Training Teachers for Guidance

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|-----------------------------------|--|
| Billings, Mont., Jr.-Sr. H. S.    | Decatur, Miss., E. Central Jr. College |
| Burns, Kan., Consolidated Schools | Kearney, Neb., State Teachers College  |
| Champaign, Ill., High School      | New Rochelle, N. Y., Public Schools    |
| Chillicothe, Mo., Public Schools  | San Antonio, Tex., Jr.-Sr. H. S.       |

### 46. Contacting the Pupil's Home

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|--------------------------------|---|
| Aberdeen, N. D., Central H. S. | New York City, Tilden H. S.                   |
| Atlanta, Ga., Murphy Jr. H. S. | Oakland, Calif., University H. S.             |
| Dodge City, Kan., Senior H. S. | Washington, Ill., High School                 |
| Dundee, Mich., High School     | Whitinsville, Mass., Northbridge Jr.-Sr. H.S. |
| Greeley, Colo., High School    |   |

### 47. Informing the Public

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|-------------------------------------|---|
| Burbank, Calif., High School        | North Muskegon, Mich., Public Schools       |
| Cazenovia, N. Y., Central School    | Orlando, Fla., High School                  |
| Chillicothe, Mo., Public Schools    | Pasadena, Calif., Junior College            |
| Devils Lake, N. D., High School     | Philadelphia, Pa., High Schools, District 6 |
| Garden City, N. Y., Senior H. S.    | Princeton, N. J., High School               |
| Milwaukee, Wis., W. Milwaukee H. S. | Seattle, Wash., High Schools                |
| Montrose, Pa., High School          | Washington, Ill., High School               |
| Mt. Lebanon, Pa., High School       | Wilkinsburg, Pa., Forest Hill Jr. H. S.     |
| Newtonville, Mass., Junior H. S.    |   |

### 44. In-Service Training of Teachers

**Bath, North Carolina.**—Public Schools. Teachers of the entire school system contribute twenty-five cents a month toward the development of a professional library. A special room has been set aside as the library room. Books are purchased that relate to the general as well as the specific problems of the school, the teacher and the pupils. Books and curriculum materials are catalogued and made available by an N. Y. A. student librarian. Teachers can come there for reading, as the room is equipped

with chairs and tables. Books are selected by a library committee, composed of the school librarian as chairman and one member each from the primary, the intermediate, and the high-school grades. Teachers make recommendations to this committee. The staff, contributing about fifty-two dollars annually, looks upon this library and workshop as a stimulus to better teaching and to professional growth.—G. C. SIPE, *Principal*.

**Bellingham, Washington.**—High School. Faculty committees have been appointed by subject area, with representatives from the elementary, junior, and senior high schools. Each committee first made a survey of its subject area from the primary division through the senior high school. General aims and objectives of each area were formulated and efforts are being made to build the curriculum about these.

Once a month representatives from each committee meet in a central curriculum council. Here the work of the individual committees is presented and recommendations are made. The curriculum council has become a central clearinghouse for common problems and a means by which co-ordination among the various subject areas is effected. The results of the council discussions are carried back to all the classroom teachers by the committee members. One advantage of the plan is that teachers obtain a perspective of their own field and see it in relation to other fields.—IRMA TARKOFF, *Chairman of Social Studies Committee*.

**Boise, Idaho.**—High School. The faculty meetings have been developed on the seminar or committee basis for study and discussion of school problems confronted by the group. Each teacher elects the group of which she wishes to be a member. After the groups are formed (usually five or six), each group organizes and makes an analysis of their procedure in the study and discussion of the problem which formed the group. For the most part, meetings are held before the opening of school in the morning.—ZED L. FOY, *Principal*.

**Bradford, Vermont.**—Academy. The principal has for a number of years been developing an in-service training program. In addition to individual work with teachers, group study meetings, committee curriculum work, attendance at state and regional educational meetings, and summer school attendance, form some of the means through which teachers improve their work.—J. C. HUDEN, *Principal and State Co-ordinator*.

**Burns, Kansas.**—Consolidated Schools. Teachers are kept abreast of educational developments through magazine reading, which the district provides, and by membership in educational organizations. Each teacher is encouraged to belong to the county, state, and national organizations, and also to her particular department within the state and national organizations.—BRICE DURKIN, *Principal*.

**Chicago, Illinois.**—University of Chicago High School. In order to keep teachers informed on what is done in other departments, regular meetings of all teachers in a grade level are held. Teachers also visit classes of other teachers. It is the school's opinion that collaboration takes

place in two ways, either simultaneously or consecutively. For example, a unit on "How to Read Newspapers" taught in the ninth grade is used for re-information purposes by the teachers in the tenth-grade social science classes. Such a procedure thus necessitates teachers knowing what others are doing by meetings and by visiting classes.—P. B. JACOBSON, *Principal*.

**Chicago, Illinois.**—Wells High School. Any program that may be promoted if it is expected to attain some reasonable degree of success must be carefully planned and must prepare the participants for effective and sympathetic action. The school, in the process of reorganizing its curriculum, analyzed the various stages through which the reorganization should go. In the four years of the work, beginning in 1936, these stages might be listed somewhat chronologically; preparing the staff, determining the basic outlines of reorganization, distributing staff responsibilities, incorporating guidance into the curriculum, training teachers to carry out the program, providing instructional materials, co-ordinating and integrating curriculum activities, and evaluating the outcomes of the reorganization.—P. R. PIERCE, *Principal*.

**Columbia, South Carolina.**—High School. The entire school system is developing a curriculum improvement program. Three general or co-ordinating committees, each representative of all schools in the city, both elementary and secondary were appointed. One is known as the Committee on Aims and Principles, one as the Committee on Scope and Sequence, and a third, Committee on Teaching Procedures. All of these function under the general direction of a steering committee, consisting of members of the administration staff. In addition, each school building has its own committees on principles, on scope and sequence, and on teaching procedures.

The first work of these committees has resulted in the publication of a 100-page mimeographed bulletin, entitled *A Guide to Curriculum Improvement*. This provides a common philosophy of aims and objectives as arrived at by the teachers themselves.—E. R. CROW, *Principal*.

**Crisfield, Maryland.**—High School. The sixteen high schools of three counties co-operatively engaged in a study and evaluation of their schools. The libraries, the extra-curricular activities, the program of studies, guidance practices, and the persistence of high-school students in completing their secondary education program were surveyed and studied. The criteria developed in the *Co-operative Study of Secondary-School Standards* were used. Not only did this program provide an in-service training of teachers but it also provided basic data for the improvement of the school program.—C. A. CARLSON, *Principal*.

**Dayton, Ohio.**—Fairmount High School, R. R. No. 7. The faculty spent an entire year, preparatory to a curriculum revision program, studying the school curriculum, the social background, and the needs of its pupils (four hundred seventy of whom only about 10 per cent go to college). A sizable teacher library of new professional books and of education magazines was made available to the teachers for study. The daily

schedule and program offerings of about one hundred schools of similar size were secured and studied by the teachers. Questionnaires to alumni were sent out. These replies were studied. Personnel men in Dayton's leading factories and stores were consulted as to their ideas of what improvements might be made. Suggestions from parents and others of the community and of pupils were solicited and studied.—J. E. PRASS, *Principal*.

**Decatur, Mississippi.**—East Central Junior College. An in-service teacher-training program has been adopted. Annual increment in salary is given for summer study. During the past several summers, an average of at least 40 per cent of the faculty has been enrolled in full-time summer study. Professional improvement is stressed in faculty meetings. A definite program of faculty readings has been developed. A systematic study of general and special curriculum problems is followed from year to year.—L. O. TODD, *President*.

**Denver, Colorado.**—Public Schools. The school system is co-operating in the development of an in-service teacher-training program with the *Bigelow* study of the American Council on Education. Since it has recently been initiated, plans of procedure are only in the developmental stage.—CHARLES E. GREENE, *Superintendent*.

**Detroit, Michigan.**—Southeastern High School. A check list has been prepared for pupil use whereby he appraises in general the course he is taking, the teacher and his teaching methods, and the pupil's own achievement in it. Periodical appraisals are made during the year. These reactions become the basis for faculty study.—ROBERT L. REEVES, *Teacher*.

**Floral Park, New York.**—Sewanhaka High School. A curriculum committee functions each year for the improvement of the curriculum. Each department is represented by a classroom teacher who, in co-operation with his department head, studies his particular field and department problems. Recommendations and suggestions on how pupils may be more effectively served are made. In this manner, each teacher has a part to play in the construction of the curriculum. The work of the seventh and eighth grades is studied by the ninth- to twelfth-grade teachers. Thus the techniques, appreciations, skills, habits and attitudes, and the content material of these grades are revealed so that the work of the ninth to the twelfth grades is co-ordinated with the seventh and eighth grades. Each member of the committee visits other schools and reports of curriculum work are brought back to the school. Books and magazines for the teachers' library are purchased by the school district so that teachers can keep abreast of current educational developments. Research by teachers is encouraged.—A. T. STANFORTH, *Principal*.

**Fort Collins, Colorado.**—Senior High School. The school system is revising its curriculum. The organization for this work consists of an executive committee composed of the superintendent, the principals of the junior and the senior high schools, the curriculum chairman of the senior high school, and the director of elementary education. An advisory committee is composed of the principals of the elementary schools, the chair-



men of the functioning committees, and representatives of lay groups. Functioning committees are eight in number—one for each subject field area. Representation from the senior, the junior, and the elementary schools exists on each committee. Where the subject area does not extend into the elementary, as, for example, in foreign languages, no representative is present. Each committee also has associated with it an appraisal committee. All activities of these sub-committees with their chairmen are integrated, and their efforts are unified by a general chairman of the entire area. The work of these various committees is also unified in relation to each of the three school levels. All committees co-operatively first developed a philosophy and aims for each of the three school levels, as well as a philosophy and aims for each of the eight subject field areas.—W. S. TATUM, *Principal*.

**Gainesville, Florida.**—P. K. Yonge Laboratory School. One procedure used in the school, the committee form, has real possibilities for training teachers within the school. For example, a committee on philosophy was appointed. This committee was responsible for the preparation of materials to be used by the entire faculty as a means through which they could arrive at a common philosophy of the school. Their report formed the basis for discussion and work by the entire faculty. Through its study teachers broadened their conception of what education should be in the school. After the discussion of this report by the faculty, the committee drew up a revised report. With four revisions and discussions and suggestions by the faculty, a final adoption of a philosophy was secured.—G. B. SIMMONS, *Director*.

**Greeley, Colorado.**—Senior High School. This school has instituted a program of curriculum development. All junior and senior high-school teachers are members of one of four curriculum area committees: social studies, language arts, arts, and science. Within each area are sub-areas, such as business education under social studies. Each of these areas meet at least once each month. Additional meetings are called at the discretion of the chairman. Considerable committee work takes place as an outgrowth of these meetings. The faculty meetings, held as a composite of all groups, attempt to gear its programs in with the curricular set-up.

A curriculum council composed of thirteen of the sixty junior and senior high-school teachers meets monthly. This council serves as a working committee of the teachers as a whole. It includes the principal, the chairmen of the curriculum areas, and six other teachers chosen because of their interest and ability. Also, a planning committee, composed of representatives of both the elementary and the secondary schools, meets monthly. It attempts to co-ordinate and articulate the work of both schools.—R. S. GILCHRIST, *Principal*.

**Greenacres, Washington.**—Central Valley Union High School District. Faculty meetings are built around the problems of the school. For example, a curriculum revision program was planned. For three years previous to the actual revision work the teachers read about and discussed

problems centering around the pupil and his adjustments. Several experiments were planned, conducted, and evaluated as preliminary work. Likewise, more than half of the teachers did concentrated group work at the state college on the major problem of curriculum revision. Thus teachers, working together on school problems, continuously grow educationally.—G. McALEXANDER, *Superintendent-Principal*.

**Greenville, North Carolina.**—Junior-Senior High School. The various problems of the school are attacked by committee groups. One summer seven teachers attended the summer workshop at Chapel Hill. The problems which they worked on during the summer included inter-teacher co-operation and planning, wiser utilization of the activity period for larger numbers, maintaining community interests and improving the services of a report form on pupil progress. On their return to school in the fall, they became the directing members of committees giving attention to these problems in the school. Other problems which the school is thinking about and will later attack include a program of general practical science for junior and senior pupils to replace biology, physics, and chemistry; the possibilities of de-emphasizing departmentalization and de-formalizing schedules; the advisability of departing from the unit method of teaching in order to allow for the solution of many individual problems within the group; the advisability of additional integration; and possibilities whereby the school may become more and more vital in the life of the community.—V. M. MULHOLLAND, *Principal*.

**Jamesburg, New Jersey.**—High School. At the beginning of the school term teachers are given a list of forty topics for teacher meetings. Each teacher is asked to rate these in order of her preference as subjects for discussion in the faculty meetings. The order of discussion is determined by the composite ranking of the teachers. Previous to each meeting, teachers are assigned certain phases of the problem to discuss either on the basis of their knowledge in this particular field or on the basis of their evident need to do some work on it. Teachers are selected as leaders of discussion by their co-workers or by volunteering.—K. C. COULTER, *Principal*.

**Kingstree, South Carolina.**—High School. Just prior to the opening of school, the faculty rents an inexpensive cottage at a beach near the town. They spend four or five days in conference. During this time research on general educational problems is done. Special school problems are studied and solutions attempted. Work for the coming year is planned.

Previous to the conference the superintendent appoints various committees, each to be responsible for furnishing the leadership for the research done on some particular problem. Some of these committees are appointed to serve throughout the entire school year, while others are appointed to serve only during the conference. At the conclusion of the conference each committee is required to bring in a report on its special field of work. These reports are considered by the faculty members as a whole and are adopted, amended, or rejected. On problems that concern all

faculty members, the high-school faculty and the elementary-school faculty meet jointly. When considering problems peculiar to their grades, they meet separately. There is always a full and free discussion. Every member of the faculty has an opportunity to express himself and to vote his conviction. A democratic spirit prevails.—J. B. WHITE, *Superintendent*.

**Los Angeles, California.**—Gompers Junior High School. Since the pupil day starts at 9:00 a. m., it is possible to have frequent meetings of teachers from 8:00 to 8:50 a. m. Although no one teacher will ordinarily be required to attend a meeting every morning, the average teacher will have meetings two or three mornings a week.

Four experimental core groups have been organized for the purpose of meeting pupil needs more intensively than is being done by the school as a whole. All of those teachers who come in contact with the pupils of a given social living class comprise a group. They are scheduled to meet once each week but more often when the need arises. The teachers elect their own chairman and determine the general procedure for the group. Their meetings are largely devoted to deciding on the needs of pupils and planning the work for the coming week around a common theme. The core meetings have made possible a close co-ordination between teachers in meeting the needs of the pupils involved. Present plans call for the extension of these groups over a large part of the school next year.—EVELYN L. DAYMAN, *Principal*.

**Manassas, Virginia.**—Regional Industrial High School. Each year the teachers attack some major problem co-operatively. This year (1940-41) emphasis is being placed upon curriculum improvement. The approach is being made by developing a philosophy of teaching on the part of each teacher as well as a philosophy for the school. Discussion meetings have been planned for the year. These have been built around four major themes: making democracy functional, suggested teaching methods and procedures, guidance for high-school youth and suggestive materials in developing the curriculum. These discussions are based upon a survey of literature and upon the experience of the faculty. From this it is hoped to evolve some concrete solutions to the four problems or themes.—W. H. BARNES, *Principal*.

**Mason, Michigan.**—High School. The services of a university professor were secured for half a day each week last year. He held personal conferences with the teachers relative to their problems, especially as they pertained to developing a personally acceptable philosophy of education and its application to their school in the adjustment of the curriculum. In addition, each week round-table discussions were held. Specific local problems were discussed. Through this service, curriculum adjustments and a study of the whole school program, teachers keep abreast of current educational development.—C. F. WALCOTT, *Principal*.

**Nebraska City, Nebraska.**—Otoe County Schools. The County School Men's Association decided to co-operate with the State University in a program of in-service training for teachers. A university professor

met with the group to discuss a program. Each school in the county applied the *Evaluative Criteria* of the *Co-operative Study of Secondary-School Standards* to their schools. Representatives from the fourteen schools met in a centrally located town to discuss further the particular section which had been evaluated during the week. The schools discovered that the evaluation feature was secondary and that the primary feature was that of stimulation. A regular round-table discussion developed in each meeting. Each school had a chance to call attention to its outstanding practices and help evaluate the practices proposed by others. There was some reading done in the study of each section of the *Evaluative Criteria*.

The purpose of the program was mainly that of centering the attention of the superintendent and his teachers upon the major problems facing their own school. Many problems which were of common interest became apparent. Two problems seemed outstanding: The need for curriculum revision and for improved reading techniques. Consequently during the first semester of last school year an advanced course in Curriculum for the Secondary-School Pupils was studied. This type of in-service training program seems to have unlimited possibilities. Teachers are growing and at the same time the programs in the schools are improved.—WAYNE O. REED, *County Superintendent*.

**New Orleans, Louisiana.**—Orleans Parish High Schools. An intensive survey of the secondary-school situation has been the chief focal point of the teachers and principals during the past several years. The secondary-school principals of the city are organized as a discussion group. Twenty-two subject-matter areas have been the basis of organizing as many discussion groups for the purpose of arriving at a clearer understanding of the philosophy, issues, and trends for each individual area. This is carried over into the development of an in-service training program.

Likewise, twenty-three subject-matter councils have been organized. Regular meetings are held during the school year. Surveys are made, reports and papers are presented, and addresses by outstanding subject-matter authorities are given at these meetings. These councils afford professional contact with the national councils, thus making possible a constant flow of curricular ideas and developments in given fields from every section of the country.—L. J. BOURGEOIS, *District Superintendent*.

**Northbrook, Illinois.**—High School. An in-service training program is built around the curriculum revision project now under way. For several years the teachers and also parents were engaged in securing a general background of the philosophy of education and the problems arising in the secondary school. Last year four faculty committees were formed: guidance, evaluation, aims and purposes, and scope and sequence. These committees submitted their reports during the year. These were studied by the entire faculty. This year, courses of study and outlines of work are the problems for study, experimentation and evaluation.—N. E. WATSON, *Superintendent*.

**Osawatomie, Kansas.**—High School. The teachers have formed an association which holds regular monthly meetings. These are always dinner meetings. Every other month a speaker is secured to address the group on some subject of a professional nature. In the other meetings the programs are given by the teachers themselves. The committee in charge of programs selects subjects for discussion and assigns the teachers or groups of teachers who are to participate. A free discussion period after the formal part of the program has been presented is held.

As another project, each teacher was asked to list under the following classifications any problems that were real and troublesome to her: teacher-pupil relationship, teacher-community relationship, teacher-employer relationship and improvement of the teacher in service. A committee of teachers and principals was then appointed to study the list and select those problems which were thought most desirable for the teacher group to investigate. At the beginning of school last year the committee presented the report. One problem was given to every teacher each week. After reading books, magazine articles, and visiting with other teachers, the teacher wrote out in the form of a report the solution which, in her judgment, was best. Some member of the committee then took all of the reports on a given subject and from this data evolved the best possible solution to the problem. This report was then given to all teachers.—D. A. MORGAN, *Principal*.

**Rochester, Minnesota.**—Junior-Senior High School. A program was instituted in co-operation with six other schools (Scarsdale, New York; Groton, Massachusetts; Plainfield, New Jersey; Billings, Montana; San Antonio, Texas; and Greeley, Colorado), for the central purpose of training teachers to secure and use reliable information, particularly on standardized tests. No regular testing program, except tests of aptitude and achievement given to seniors two months before graduation, had been adopted. As a result, a broader program to include annual tests for all pupils in the major fields was developed. In addition, a cumulative permanent record form was introduced. The teachers are instructed in the use of tests and the use of record forms through articles on guidance, and through conferences with each teacher on the tests and records of the pupils she is teaching. Experience thus far indicates that increased use of tests and of the data accumulated about the different pupils brings about improvement in instruction and advances the educational growth of the individual pupil. The test results indicated that many pupils needed a different kind of training in mathematics and English. Consequently special courses in practical mathematics and English were introduced for the less capable pupils.—BELVA SNODGRASS, *Principal*.

**Seattle, Washington.**—High Schools. Each year a limited number of teachers who have been in service in the school seven years or more are granted a leave of absence for approved study or travel for a period of one or two years. Another plan is that of teacher exchange. Each year approximately nine teachers teach for a year in their particular field in some other

city of the United States. In exchange, a teacher from that system comes to Seattle to take the place of the teacher going to her city. Not only does it result in the improvement of the individual teacher, but it also tends to improve the school system itself in the fact that new ideas are brought in and certain existing ideas tend to stand out as exceptionally good.—WORTH McCLURE, *Superintendent*.

**Shorewood, Wisconsin.**—High School. The school held a two-day conference at which superintendents, high school and elementary principals, school business managers, a few teachers, and a school board member were in attendance from mid-western residential suburbs in four neighboring states. These persons visited classrooms at work. An outline of classroom activities for the two days was provided each visitor so that he might organize his schedule as he desired. Following the visitation, conferences were held, during which time observations were discussed. This not only proved profitable to the visiting people but also became one means through which the local teachers grew in their work.—GRANT RAHN, *Principal*.

**Wakefield, Michigan.**—Township High School. The entire staff as a part of the Michigan Study of Secondary Education last year (1938-39) made a survey of the *Status of Current Practices and Instructional Needs of the High Schools* in order to discover, evaluate, and develop desirable modifications in the education program, so that it would better meet the needs of its pupils and the community. Five committees (report card, extra-curricular, school-community-relations, administration and faculty study, and professional library) were formed by the faculty. These committees made an intensive study of their particular segment of the whole program. The entire study was written up in a mimeographed bulletin of 191 pages. The next year this, together with the results of a battery of tests given in conjunction with the survey, formed the basis of study and discussion at the faculty meetings.—H. B. SUTTER, *Principal*.

**Washougal, Washington.**—High School. Several meetings are held on Saturdays during the school year, at which time principals and teachers of the high schools in an area get together to discuss newer methods of teaching and other problems of the school. Typical of these was the one held at the school in the form of an education clinic. Both forenoon and afternoon sessions began with round-table panels. Classroom demonstrations were given by the teachers. One classroom showed a ninth-grade core class, another a junior high art class correlated with the core theme, and another a music appreciation class. One hour was devoted to the demonstration followed by a half-hour of open discussion upon dismissal of the pupils.—IVAN NELSON, *Superintendent of Schools*.

**Whittier, California.**—Union High School. As a means to the development of a gradual, continuous, unitary process of education, a steering committee, representing the elementary and the high school, is appointed. This committee ascertains from the local teachers the areas about which they want to center a co-operative study program. From this the yearly program is developed. Committees to study each one of these areas are



appointed. Each committee is composed of one representative from each elementary school and each high-school department. At the same time the committee gives assistance to the school in the promotion of a curriculum revision program as it relates to their area. While the program as it is developed from year to year is concerned primarily with the child, the benefits derived by teacher participation are most desirable.—M. L. WILSON, *Assistant Superintendent*.

**Winnetka, Illinois.**—New Trier Township High School. One year has been spent by the teachers of the school in developing a philosophy of the curriculum. This is used in connection with the actual work of revising the curriculum. Again all teachers during a particular year are concerned with definite general objectives. These may be: developing creative abilities, consistent and logical thinking, the scientific points of view, the ability to suspend judgment, and the enrichment of concepts. Thus, the pupil has a satisfaction in feeling that with different subjects and with different teachers common goals are still in sight.—M. P. GAFFNEY, *Principal and State Co-ordinator*.

**Yonkers, New York.**—Benjamin Franklin School. Faculty meetings for one and one-half years were focused upon the Issues and Functions of Secondary Education. The subject-matter departments, each in turn, would take an issue. One issue only was discussed at a given faculty meeting. Sometimes two meetings were necessary for a topic. The presentation was made by the speakers of the subject department followed by general discussion. Occasionally some well-known speaker in the field of education made the presentation instead of a faculty member.—C. POWELL TOWNSEND, *Principal*.

**Yonkers, New York.**—Longfellow Junior High School. Faculty discussion meetings are held for the purpose of becoming acquainted in a practical way with the best thought of education specialists and with methods of evaluating the curriculum, and of developing a common philosophy of education among the teachers. All these become an in-service training program for the teachers. Definite outlines for each discussion meeting are prepared before the meeting. Follow-up work takes its form in classroom and other types of adjustments and experimentation within the school.—W. J. McQUILLEN, *Principal*.

#### 45. *Training Teachers for Guidance*

**Billings, Montana.**—Junior and Senior High School. This school, co-operating in the project of developing a cumulative permanent record and a testing program with six other schools (Rochester, Minnesota; San Antonio, Texas; Plainfield, New Jersey; Scarsdale, New York; Groton, Connecticut; Greeley, Colorado), launched a program of teacher education in the use of cumulative records and in guidance procedures. The work is centered in a class in educational guidance. Arrangements were made with the Eastern Montana State Normal School so that teachers can receive college credit. Eighty-five teachers, thirty-five of whom asked for credit, enrolled and attended the entire series of 12 two-hour meetings.

The materials of the course, as well as the course the succeeding year, were based on the interests and needs of the teachers themselves. When tests were studied, the actual test results of the school were used as study material. A cumulative record form was developed. Opportunity rooms as they function were examined. Homogeneous grouping was observed. Individual study techniques were studied and put in practice. The use of actual cases submitted by the teachers formed the basis of learning about such factors as the family, physical history, psychological examinations, personality development, personal habits, and environmental influences. Teachers, both elementary and secondary, became acquainted with each other's guidance problems and thus had an appreciation of them in terms of the whole school.—C. C. SHIVELY, *Director of Guidance*.

**Burns, Kansas.**—Consolidated Schools. Weekly faculty meetings are held at 7:30 a. m., at which time discussion and work is done on improving the guidance program of the school. Through this procedure teachers improve in the art of guidance or counseling.—BRICE DURKIN, *Principal*.

**Champaign, Illinois.**—High School. An attempt is being made to make teachers guidance-conscious through group studies and projects done by the teachers. One project resulted in a publication known as the Champaign Guidance Charts. At present each teacher is developing a unit of instruction in guidance.—C. W. ALLISON, *Principal*.

**Chillicothe, Missouri.**—Public Schools. Various methods are in use as a means through which teachers continue to grow educationally. The school's professional library has more than fourteen professional magazines, representing almost as many fields, available to the teachers. The Board of Education recommends that each teacher in the school system attend summer school at least one summer out of five. Last year more than half the faculty attended school. Teacher meetings, taking the form of discussion meetings, and not report or listening meetings, are held regularly.—H. R. McCALL, *Superintendent*.

**Decatur, Mississippi.**—East Central Junior College. A guidance bulletin has been prepared which serves as a guide to the teachers. Through it, teachers are led to make a more extensive, as well as intensive, study of the techniques in the art of guidance. This bulletin was prepared as a result of a study in the teacher meetings.—L. O. TODD, *President*.

**Kearney, Nebraska.**—Nebraska State Teachers College. A committee of five faculty members, five local high school teachers (practice teaching done here) and five seniors in college, works out a program of guidance to meet the needs of their pupils. The fifty questions of the Principals Association pamphlet *A Program of Action* were used to appraise the high school on the basis of the definite challenge which these questions present. The faculty members feel that the most worth-while contribution to the planning of their program has come from the senior students on the committee. This committee deals with all the various problems in a very frank fashion, and no one seems to be worried lest someone voices something that might be termed a criticism of the various co-operating agencies.

Through this procedure future teachers not only are confronted with actual situations in being taught the art of guidance, but they learn co-operation and the advantage of planning and thinking through a program before it is initiated.—H. L. CUSHING, *President*.

**New Rochelle, New York.**—Public Schools. Regardless of how well trained a staff may be individually and collectively, there must be a constant program of in-service training. This is achieved in numerous ways, including regular guidance staff meetings, staff meetings by school, individual conferences, committee activity, visitations, suggested reading, and the like.—C. C. DUNSMOOR, *Director of Guidance*.

**San Antonio, Texas.**—Junior and Senior High Schools. More than ordinary attention is given to teacher training in the use of test results for instructional and guidance procedures. The director of research spends approximately six hours each semester in group conference with the administrators, and a similar length of time with the teachers, explaining the purposes of the measurement program, its results and how best to use the results. Supervisors follow up these conferences with application to the several fields of instruction.—J. T. SHEA, *Director of Research*.

#### 46. *Contacting the Pupil's Home*

**Aberdeen, North Dakota.**—Central High School. Home visitation by teachers is encouraged as a means of learning more about the pupil. The information gained on these visits became a matter of record for use in the guidance program. A teacher summary of the year's work is reported to the office by each teacher. This shows the percentage of homes represented in her home room that were visited, the number of homes in which pleasant and unpleasant contacts were made, methods of arranging for the visits, the time when visits were made, and suggestions offered for the improvement of the plan for home visitation.—R. R. DEIMER, *Principal*.

**Atlanta, Georgia.**—Murphy Junior High School. During the first two weeks of the school year, practically all teachers make visits to the homes of their pupils. Nothing has been done in the school which has brought the community in closer relationship with the teachers and the school. The spirit of helpfulness shown by the parents toward the school has materially lightened the work of the school staff. Since the teacher remains with the same home room for three years, it is a rare teacher who does not know intimately her group of parents.—H. O. BURGESS, *Principal*.

**Dodge City, Kansas.**—Senior High School. The school planned, in co-operation with the P. T. A., to have an open house night in the fall and an achievement night near the end of the school year. The teachers thought it might be wise to make a personal call to each home and invite the parents to the open house program. They found this visitation idea one of the most important ideas they had had over a period of years. The task included visiting in the town, and an area of ten to fifteen miles around the town. The greater part of a week from about three until six each afternoon was spent on this work.

By this home visitation program each fall the parents become familiar with the program of the school and thus are more interested in their schools. The reaction of the teachers is that this visitation and meeting in the fall is one of the greatest things for the school, the community, the teachers, and the parents that they did.—F. B. TOALSON, *Principal*.

**Dundee, Michigan.**—High School. The school is experimenting with a new system of reporting pupil progress to parents. Report cards carrying the grades, the days tardy and absent, and comments on the pupils' progress are sent home every three weeks. The pupils are not required to return these cards to the school. At nine-week intervals the regular report card is sent. This must be signed by the parent and returned.

In addition, pupils are now permitted to write their own excuses for absence or tardiness. These are filed in the principal's office and at varying intervals they are clipped to a letter which is sent to the parent, explaining the system and asking them to return the excuses with any comments. At the same time, the parent either validates or nullifies each excuse given by the pupil.—RUSSELL MCCOMB, *Principal*.

**Greeley, Colorado.**—High School. Every home is visited some time during the year by the home-room sponsor. Home-room teachers do the visiting, for it is their responsibility to know the child, help him adjust to the school environment and to help meet the needs of the child as his home environment affects his needs. The home-room teacher's guidance work is preventative in nature and not remedial. The remedial cases are handled by specialists. After four years of experience in visiting every home, the teachers now do not question its value. The reports of the visits are filed in the pupils' folders.—R. S. GILCHRIST, *Director of Secondary Education*.

**New York City.**—Tilden High School. The guidance department makes a systematic effort to see and talk with the parents of a large number of pupils. Very few of these reasons are disciplinary. Parents are contacted in order to discuss with them such problems of the pupil as vocational choice, choice of college, health, personality adjustments, cultivation of special abilities, and the necessary integration of the home, the school, and the pupil's work, if he is to follow a smooth path in school. The disciplinary and the attendance officers of the school also contact parents.—ABRAHAM LEFKOWITZ, *Principal*.

**Oakland, California.**—University High School. Visits to the homes are quite frequent. When a home visit is made, the person making the visit writes a report for file and use in the office. The following items are included in the report: a description of the neighborhood, neighboring stores, appearance of the street, size of houses and gardens; a description of the homes, such as type and size, size of gardens, size of living rooms, furnishings; family background, racial, and cultural, interests, the number in the family and relationships; about the pupil himself, his health, his problems met in high school, his social activities, his interests, his feeling toward the school, and follow-up of suggestions.—G. A. RICE, *Principal*.

**Washington, Illinois.**—High School. At the beginning of the school year, each parent represented in the school receives a letter from the principal, suggesting certain points in which he can co-operate with the school. Included with this is a printed list of study helps for pupils. Thus parents know what the teachers are emphasizing in the way of study and are better able to encourage their children in methods of study. Each week prior to American Education Week, a letter is again sent to each parent, inviting him to the special programs of the week.—P. M. CRAFTON, *Principal*.

**Whitinsville, Massachusetts.**—Northbridge Junior-Senior High School. Reports on major subjects are issued to parents six times a year. These reports consist of a separate card for each subject. In addition to the letter grade given the pupil, the distribution of marks for all pupils taking that specific subject is shown.

On the back of each card, each teacher checks the pupil for co-operation, effort, and conduct. Each of these are expressed in terms of being commendable, satisfactory, questionable, or unsatisfactory. Three other items are also checked: capable of doing better classwork, work not made up, depends too much on others. Some general comment about the pupil's work or a request for an interview with the parent is often made. Each semester the summary card shows how many credits the pupil earned toward graduation, how many previously earned, and how many needed for junior and senior rating and graduation.—P. R. REED, *Principal*.

#### 47. *Informing the Public*

**Burbank, California.**—High School. As one method of informing the public of what the school is doing and of establishing good public relations, the drama department put on a broadcast called *The Brewster Family*. It was planned primarily to inform the public about procedure in the curriculum reorganization program under way at that time. The script was written by pupils in the high school radio appreciation class. The broadcast was the responsibility of the dramatics department. It depicted the life of the average family in Burbank, especially where school activities impinged on the family group. The actual production extended over a ten-week period and covered the pupil's life in the primary, the intermediate, and the junior and the senior high school levels.—E. R. ROOR, *Principal*.

**Cazenovia, New York.**—Central School. The school publishes annually a *Catalog of Cazenovia Central School*. This contains information about the school for the information and guidance of pupils, parents, and friends. Its content includes receipts and expenditures for the previous year, and the budget for the current year, with an explanation in the introduction concerning the budget and the expenditures. General school regulations concerning the age of entrance, tuition, and requirements in the various courses and for diplomas are explained. An outline of the courses of study by years for grades seven to thirteen, inclusive, schedule of classes by teachers in charge, a schedule of extra-curricular activities with the time of meeting, is included as well as a list of the names of the graduates for the previous year, the names of the Board of Education members, the

names of the faculty and other school personnel, the transportation routes, and the school calendar for the year.—W. L. LOWE, *Principal*.

**Chillicothe, Missouri.**—Public Schools. As one phase of a public relations program, a daily column appears in the local newspaper under the caption, Your Public Schools. It is not the purpose of this column to report school news, for that is taken care of in a very efficient manner by a reporter who makes daily visits to the school. The thing that is attempted is to interpret to the people of the community the reasons for doing the things that are done in the public school program. For example, the high school band went to Kansas City to the American Royal. The newspaper reported this as news, but it also furnished material for two articles in the daily column, showing the development of the high school band over a period of years, pointing out how many pupils were interested in this activity, and showing the advantages of the band to the pupils and to the school and community. At the same time the importance of keeping it under control so that it does not develop out of proportion to other phases of school activities was shown.—GILES THEILMAN, *Principal*.

**Devils Lake, North Dakota.**—High School. A special publicity bulletin is sent to the community each week. It applies to the elementary school as well as to the junior and senior high schools. However, it has been found to be more effective in producing home interest in the school on the part of high school pupils than in the elementary grades. A definite increase in the community interest in the school activities has been noted since this mimeocast bulletin has been published. School events are much better attended and parents as well as pupils know a great deal more about what is going on. Some parents have reported that each bulletin is read aloud to the entire family.—F. H. GILLILAND, *Superintendent*.

**Garden City, New York.**—Senior High School. A printed monthly news letter (four pages) is distributed to the people of the community, "to acquaint the parents and patrons with important facts concerning the educational program of the high school, to help bring about a more intelligent understanding of its aims and objectives, and to encourage a closer co-operation between home and school." News letters are also written at regular intervals on some school topic of particular interest to the adults of the community. The title of the succeeding news letter is always announced in the previous issue. These letters are written for lay understanding and deal in specifics, not in generalities, in describing the program of the school.—JOHN COULBOURN, *Principal*.

**Milwaukee, Wisconsin.**—West Milwaukee High School. In order to establish friendly relationships with the public and to keep them informed of the educational program of the high school, a personal relations director has been appointed. A movie of school activities showing a cross-section of life at the high school has been made. Many interesting school activities are shown in it. This movie is shown before the high school assembly, at various civic organizations of the community, such as the Lions Club, the Kiwanis Club, and the Parent-Teacher Association. It is shown to pupils



from surrounding communities who plan to attend the high school. From it they obtain a clearer idea of life at the school, the nature of the activities carried on, and pupil requirements.—ALBERT KRAMER, *Personal Director*.

**Montrose, Pennsylvania.**—High School. Each spring a yearly exhibit is held by the home economics, industrial arts, and art departments. A great variety of practical ways of teaching the pupils proper uses, limitations, and improvement in handling material is shown. The art department helps make the work of the other two more rounded and furnishes many of the ideas later worked out by them. Last year nearly a fourth of the population of the town came to see the exhibit, besides many visitors throughout the county.—L. G. O'BRIEN, *Principal*.

**Mount Lebanon, Pennsylvania.**—High School. The people of the community were not as familiar with the program of their school system as it was thought they should be. The high school principal was given the assignment of Public Relations Director. He immediately enrolled in a Public School Relations course in a near-by university and applied the workshop principle by using the class as a laboratory and by making the development of a public relations program for his district as his project for the course. The program when completed was submitted to the school board of the district. It was officially adopted. The superintendent acts as the instigator and adviser of the program in general, the high school principal acts as the director, while teachers, pupils, and P.-T. A. members act as personnel media for the carrying out of the program.

In order to provide continuity and co-ordination, the program was built around a progressive series of themes. The first year the theme was Information, the slogan, "Know Your School" and the aim, to acquaint the public with its schools. The second year the theme was Interpretation, the slogan, "Understand Your School," the aim, to interpret to the public its schools; the third year the theme was Evaluation, the slogan, "Examine Your Schools," and the aim, to examine with the public its educational facilities and needs. The fourth year the theme will be Achievement, the slogan, "Improve Your Schools," and the aim, to work with the public to improve its schools. The fifth year and beyond the theme will be Continuation, the slogan, "Sell Your School," and the aim, to maintain a continuous program of mutual understanding and co-operation between the public and its schools.

During the first year all newspaper publicity, school publications, and P. T. A. units concentrated on information about the schools. A mimeographed booklet called *Our Schools* was published and placed in every home in the community. This became a project of the junior high school and was done by a house-to-house distribution.—L. E. PERRY, *Principal*.

**Newtonville, Massachusetts.**—Junior High School. Newton School Days has been on a Boston radio station regularly for the past seven or eight years. This has proved to be a very effective means for keeping a large group of the local citizens informed of what their schools are doing and of what their needs are.—R. V. BURKHARD, *Principal*.

**North Muskegon, Michigan.**—Public Schools. During the last few years, several types of meetings have been held in order better to acquaint parents with the work of the schools. Last fall, meetings were confined chiefly to the philosophy under which the school is operating. This was exemplified by descriptions of the kinds of experiences which were being provided in various classroom situations. These meetings proved rather popular with parents. Another series is being planned for this school year.

In addition, through the co-operation of the local radio station a series of radio programs is presented. Some of the topics discussed over the programs are: The program of apprentice training, accumulative records and their uses, purposes of teaching Latin in the secondary school, the function of the junior high school, the purposes of high school mathematics, the program of the junior college as it relates to the secondary schools, and the functional value of high school dramatics. These radio programs supplement school publications, and the public press.—J. E. PEASE, *Superintendent*.

**Orlando, Florida.**—High School. Each week the pupils provide one full page of school news in the local newspaper. All articles carry the contributor's name. While the items are of chief interest to the pupil, they are so written that adults find many of them of interest. This is one of the ways through which the public is familiarized with the program of their public school.—W. R. BOONE, *Principal*.

**Pasadena, California.**—Junior College. A Citizen's Advisory Committee, in which every civic body of the community may have a representative, meets at the college for a luncheon about six times each year. The program of the college, and ways and means by which it may more adequately serve the educational needs of the community are discussed. In this group are representatives of such organizations as the alumni association, the American Legion, the Chamber of Commerce, the Junior Chamber of Commerce, the Civic League, the Knights of Columbus, Masonic bodies, the Merchants' Association, the Central Labor Union, the Realty Board, newspapers, Y. M. C. A., Y. W. C. A., and Boy Scouts. In addition frequent meetings of representatives of the leading professions and vocations are held.—J. W. HARBESON, *Principal*.

**Philadelphia, Pennsylvania.**—High Schools. District No. 6. The school-community point of view has been emphasized for several years and most of the schools have gone forward to meet the challenge. When the plan was inaugurated, many meetings of school people and social service workers were held. Each principal knows of existing agencies for coping with problems. The social agencies have an understanding and a real appreciation of the problems of the school. Commendable work has been done in securing the co-operation of social agencies, municipal bureaus, health organizations, recreation centers, playgrounds, boys clubs, settlement houses, community centers, church groups, service clubs, and civic associations. In turn, the school co-operates in community projects.

Where important agencies did not exist, the school played a conspicuous part in their creation. Thus, through these co-operative endeavors, the

people in the community tend to become educated concerning the work of the school. The Home and School Association was organized for the purpose of discussing problems of the parent in relation to the school. Its interest is gauged by the fact that last year the average attendance was three hundred parents out of five hundred represented in school.—C. W. ARETZ, *District Superintendent*.

**Princeton, New Jersey.**—High School. On several occasions in the past years, various organizations of the school have presented radio broadcasts. During the school year 1939-40 a series of eighteen programs of thirty minutes each were presented. The project was undertaken with two definite objectives in mind; first to provide a very rich and valuable experience for approximately two hundred pupils; and second to provide an inexpensive and at the same time a most effective way of presenting various phases of school life to parents and other citizens.—T. B. BERNARD, *Principal*.

**Seattle, Washington.**—High School. A four-page bulletin is printed monthly for distribution to the public. At the same time, small pamphlets are distributed on special events which give a concise and understandable picture of the school and its work. Indirectly the inauguration of a new good-will technique by the teachers tends to keep the public, especially the businessmen, in touch with the school. At least there is the inception of a sympathetic attitude toward the school. During the year a number of dinners are given to the teachers by groups of businessmen, such as the bankers, the co-operative association, and the Carnation Dairies. These dinners, purely of a social nature, lay emphasis on unity and co-operation.—WORTH MCCLURE, *Superintendent*.

**Washington, Illinois.**—High School. Sufficient copies of the annual school report are mimeographed each year and sent to patrons of the school and other citizens in the community. The local paper also prints the complete report in the paper. At graduation time, a four-page program is printed. The fourth page of this program is devoted to some significant statements about education and about the local school. People attending the exercises read this while they are waiting for the exercises to begin.—P. M. CRAFTON, *Principal*.

**Wilkinsburg, Pennsylvania.**—Forest Hill Junior High School. Any new plan or changes in the school are introduced only after careful preparation through conferences with county school officers, school board members, the faculty, parents, and other citizens. Round-table conferences are held frequently for adults to come to secure information about the school. The local newspaper carries articles about the school. The public is invited to visit the school. P. T. A. meetings are used to explain the work of the school. Recently a film was taken of the school at work. This was publicly shown. In some classes parents secure outlines of their pupil's work for six-week periods. Not only is the parent thus familiarized with what the school is doing, but he is becoming in many instances a co-worker with the teacher for this outline provides suggestions as to how he may assist this pupil if he so desires.—D. W. HOUK, *Supervising Principal*.

## Education and the National Defense

BY PAUL E. ELICKER

Member, National Co-ordinating Committee on Education and Defense  
Executive Secretary, National Association of Secondary-School Principals

School administrators everywhere are giving serious consideration to the part their schools and communities can take in the total program of education and national defense. Although the United States is not at war with any nation, the defense program has become of major public interest to our people. Any plan for national defense will affect every phase of our national life, and the implication for education will become of considerable significance to the administrators of secondary education.

Realizing the need for calm consideration and intelligent discussion of the possible effects of international developments upon our educational system, educational agencies national in scope combined forces during the past few months to organize and mobilize the educational resources of the nation in the interest of national defense. Under the leadership of Dr. Willard E. Givens, executive secretary of the National Education Association, and Dr. George F. Zook, president of the American Council on Education, several meetings of representatives of national organizations of all levels of education, including elementary schools, secondary schools, vocational schools, colleges and universities, and adult education, were held in Washington, D. C. Consideration was given to a cooperative relationship with the federal government in its development of a program for the national defense and the mobilization of educational resources of the nation for the program of national defense.

From this committee of forty-nine nation-wide educational organizations, an *Operating Committee of the National Co-ordinating Committee on Education and Defense* was formed, with Dr. Givens and Dr. Zook as co-chairmen and L. H. Dennis, executive secretary of the American Vocational Association as secretary.

The membership of the Operating Committee includes:

F. L. Bishop, University of Pittsburgh, Pittsburgh, Pennsylvania; Secretary,  
Society for the Promotion of Engineering Education  
Isaiah Bowman, President, Johns Hopkins University, Baltimore, Maryland  
Morse Cartwright, New York City, Director, American Association for  
Adult Education  
George Counts, Teachers College, Columbia University, New York City;  
President, American Federation of Teachers  
L. H. Dennis, Washington, D. C., Executive Secretary, American  
Vocational Association  
Clarence Dykstra, Madison, Wisconsin, President, University of Wisconsin  
Paul E. Elicker, Washington, D. C., Executive Secretary, National As-  
sociation of Secondary-School Principals  
Willard E. Givens, Washington, D. C., Executive Secretary, National  
Education Association

Meta Glass, Sweet Briar, Virginia, President, Sweet Briar College  
 Alonzo Grace, Hartford, Connecticut, State Commissioner of Education  
 Ben Graham, Pittsburgh, Pennsylvania, Superintendent of Schools  
 Charles Hunt, Oneonta, New York, President, State Teachers College  
 George Johnson, Washington, D. C., Secretary-General, National Catholic Educational Association

Mordecai W. Johnson, Washington, D. C., President, Howard University  
 Agnes Samuelson, Des Moines, Iowa, Executive Secretary, Iowa State Teachers Association

Guy E. Snavely, New York City, Executive Director, Association of American Colleges

T. O. Walton, College Station, Texas, President, Agricultural and Mechanical College of Texas

George F. Zook, Washington, D. C., President American Council on Education

Among the considerations of this committee and an earlier committee of the American Council on Education, there were two basic assumptions that were made to determine the formulation of specific policies for the administration of education in this emergency.

1. Adequate consideration must be given to the conservation of educational values, resources, and personnel—or the principle of CONSERVATION.
2. All the agencies of education must be utilized for the most effective meeting of any national emergency—or the principle of MOBILIZATION.

These two assumptions are in no way in opposition to each other, and the first implies no less a patriotic attitude than the second. They are equally important to the national defense.

Quoting from a statement drawn up and presented to the President of the United States, EDUCATION AND THE NATIONAL DEFENSE,<sup>1</sup> school administrators can be guided in the formulation of present policies by this portion of the report.

#### The Conservation of Education

Even in times of emergency, policies and practices in the utilization of educational resources should be adopted only after the most careful weighing of their probable long-range consequences. In the interests, therefore, of education, which are identical with the long-time interests of the national defense, the following safeguards should be exercised. They are applicable to private and public schools and institutions of higher learning:

1. Emergency programs should not interfere unduly with the regular work of the schools and higher institutions.<sup>2</sup>
2. States of mind leading to war hysteria should be discouraged; freedom of learning and teaching should be safeguarded; the language or literature of no country should be eliminated from the curriculum; so-called "hundred per cent" campaigns should be kept out of the classroom; personal or social discrimination because of racial or national origins should not be tolerated.
3. An undue insistence upon regimentation of thought and action, including distortion of textbooks and other materials of instruction, and the uncritical use of materials of propaganda should be assiduously avoided.

<sup>1</sup>Issued June 1940 by the American Council on Education, 744 Jackson Place, N. W., Washington D. C., pages 11-15.

<sup>2</sup>A plan for national preparedness through health, physical education, and recreation in schools and camps is presented in *The Journal of Health and Physical Education*, September, 1940, by the American Association for Health, Physical Education, and Recreation, Washington, D. C.

### Mobilization in the Event of an Emergency

If a more critical emergency develops, there are three major areas in which it is essential to formulate basic principles of co-operation between the agencies of the federal government and of education: (1) administration, (2) personnel, and (3) research.

#### Administration

The integrity of educational institutions should be preserved and relations with military and naval authorities should be evolved co-operatively. All fields of special training required by the government should be the subject of co-operative arrangements in which areas of federal or governmental control are carefully defined. Among other things, this implies:

1. that the responsibility for administrative control of the agencies of education continue in the hands of the educational officers of the schools and the institutions of higher learning;
2. that a high quality of education be insured by maintaining fully qualified personnel for administration, research, and instruction;
3. that, because of the serious effect of interruption of the educational program, access to the classroom, the school system, or the institutions of higher learning by representatives of governmental agencies be carefully controlled with full regard for the proper powers and responsibilities of the duly constituted educational authorities;
4. that all supplementary curricula of schools and colleges relative to any emergency be worked out co-operatively and be prepared under the direction of educators assisted by special committees charged with the formulation of general principles and the determination of basic areas for the preparation of such supplementary curricular materials as an emergency may make imperative.

#### Personnel

Of primary concern to both government and education is the most effective use of educational personnel—students as well as faculty. This implies the development of an extensive program prior to the outbreak of hostilities including:

1. a comprehensive classification of personnel required by the various agencies of government and defense; for example, economic planning agencies, information divisions, medical and welfare services, ordnance, engineering, chemical warfare;
2. a corresponding classification of the personnel of educational institutions capable of rendering such service, but with full consideration of the importance of maintaining the continued effectiveness of such educational agencies;
3. creation of a national classification board for the development and validation of necessary tests to determine general fitness and special aptitudes;
4. the application of classification tests to all individuals at the time of their induction into service in order to make possible their assignment to the types of service for which they are best fitted and to select those who should remain in educational institutions for further preparation.

#### Research

Of equal importance with personnel and closely related to it is the effective co-operation of governmental and nongovernmental agencies in maintaining and developing facilities for research. The increasing mechanization of industrial life and the arms of the national defense, the development of new materials and of more efficient methods in their production, and the need for more effective conservation and utilization of natural resources—these make imperative the maintenance of research facilities at the highest possible level of effectiveness.

The specific facilities needed for research will depend upon the nature of the problems to be approached. The initial step is the determination of the type of problem. To achieve this end, close co-operation is necessary between far-seeing leaders in the national defense and imaginative leaders in the field of science.

Consequently, extensive and continuous planning of research in all fields of both the physical and the social sciences is essential. This implies at least the following activities:

1. careful appraisal of research facilities that will be needed in time of an emergency;
2. surveys of research facilities now available under governmental agencies, in private industries, and in educational institutions;
3. the designation of special research agencies and the allocation of areas of



research on the basis of their facilities in terms of personnel and equipment, again with adequate consideration to the necessity of continuing the fundamental educational and research functions of institutions and organizations.

The continuity of scientific and scholarly research should be safeguarded even in a major emergency, for such activities cannot be interrupted or suspended without serious national loss.

This statement is a formulation of present thinking and includes within it the means for its change. No statement of desirable policy can be permanent. It is impossible to predict future developments, and both government and education are too complex and ramify into too many fields to permit the formulation of more specific recommendations at the present time. Essential flexibility can be assured only by the establishment of some instrument for continuous co-operation and exchange of information and plans. It is also recognized that although certain educational agencies, such as medical, engineering, or vocational schools, may be governed by policies not specifically described in this statement, the basic principles are equally applicable.

Every effort should be expended for the preservation of the democratic process. The present international conflict has developed a clear unanimity of belief that upon America has now been laid, as perhaps never before, the responsibility of maintaining and refining the essential processes of democracy through their effective operation in the United States.

It is of critical importance that education should employ every effort to preserve those freedoms that lie at the heart of democracy, and that in these efforts it should receive the full support of the people and their elected representatives. We know that war fans human passions and breeds intolerance and a spirit of oppression. We know, too, that freedom of thought and expression are of the essence of democratic existence. We must, then, redouble the jealousy with which we guard the rights of all loyal Americans to do their own thinking and boldly to declare the result.

It is necessary to seek continuously to preserve the basic services and values of education. Any period of emergency threatens the continuity of such services and values, as emotion rather than judgment dictates policies. Education, like democracy itself, consistently seeks in every possible way to advance the cause of peace and to promote the national welfare. To achieve these ends, education is eager to enter into such co-operative relationships as shall insure its own continued effectiveness and at the same time contribute most constructively to the national defense.

# Future Plans for the Occupational Adjustment Study

of the National Association of Secondary-School Principals

EDWARD LANDY, *Director*

It will be recalled that the Occupational Adjustment Study was set up last year (July 1939-June 1940) under a grant from the General Education Board and with the two objectives:<sup>1</sup>

1. The discovery of leads as to techniques and practices which could be introduced to make more effective the occupational adjustment of pupils whose formal education will cease at graduation, if not before.
2. The development of a relatively simple but valid survey-plan which will be of aid to schools in deciding to what extent their pupils, who have not gone on further with full-time formal schooling, make satisfactory occupational adjustments.

It was recognized at the outset that the achievement of the first objective could only be of a tentative nature due to the limitations of time and money available. The chief value in attempting to achieve this objective was in demonstrating that techniques, instruments, and procedures for analysis in handling such a problem could be evolved, actually tried out, and demonstrated to have distinct worth. Although, in the light of this, our approach for the achievement of objective one has been tentative and experimental, and although the value of our leads are limited by the nature of the sample, we believe that we are in a position to offer some evidence as to worth-while practices. These evidences, along with explanations of our procedures, are to be presented as a report to be published as the November, 1940, issue of *THE BULLETIN* and to be entitled *Occupational Adjustment and the School*.

It must be pointed out also that the two objectives are definitely related to each other in that the achievement of the second depended upon carrying out the first to a successful conclusion. The evolving of techniques, instruments, and procedures for analysis for the first objective was a highly complicated and difficult task, involving considerable work. The actual techniques can be used in modified fashion for objective two without the necessity of understanding their technical development. In this sense the two objectives can be considered as separate.

We have developed both instruments and techniques, based upon our experience this past year, which we believe will satisfy the second objective. A follow-up card, youth questionnaire, youth interview blank, and employer interview blank are the instruments developed. The use of these instruments and techniques should enable the principal to do any one or all of the following:

- (1) Keep a continuous follow-up record on easy sort cards of his school-leaving youth for a period of five years out of school.

<sup>1</sup>See (1) "The Implementation Committee: An Introduction to Its Study," *The Bulletin*, No. 83, National Association of Secondary-School Principals, May, 1939, p. 3.

(2) "Implementation Committee Report: Adjustment of Secondary Youths to Post-school Occupational Life," *The Bulletin*, No. 84, National Association of Secondary-School Principals, October, 1939, pp. 83-87.

(3) "A Study of the Occupational Adjustment of School-Leaving Youth," *The Bulletin*, No. 88, National Association of Secondary-School Principals, February, 1940, pp. 140-149.

- (2) Analyze and tabulate data concerning his school-leavers by comparatively simple procedures.
- (3) Draw inferences with respect to the occupational adjustment of his school-leavers.
- (4) Derive clues based on collected data as to desirable modification of the program and practices of his school so that better occupational adjustment may be effected by subsequent school-leavers.
- (5) Establish and maintain relationships with employers which will be useful for evaluating the product of the school and for increasing the placement opportunities open to the school.
- (6) Establish a postschool counseling service for the individual youth.

It will be noticed that the above list goes beyond the actual objective originally established, but it was thought desirable to make this possible both as a result of our experience this past year and in the judgment of the Implementation Commission.

These instruments and techniques, along with detailed instructions for their employment, are to be published as a manual for use by individual schools. It is planned to issue this manual, which is called *The Postschool Occupational Follow-up and Adjustment Service Plan*, as an issue of THE BULLETIN later this year. A summary description of the Follow-up Plan is included, also, in the report to be published in November. Samples of the instruments will be found in the manual, but it is planned to make them available at cost for quantity distribution through the office of the executive secretary, 1201 Sixteenth St., N.W., Washington, D. C.

We have been fortunate, meanwhile, in securing an additional grant from the General Education Board for the purpose of trying out the Follow-up Plan in selected schools and for promoting its use among the secondary schools of the country. This work will be conducted during this academic year (1940-1941). The experience gained in this experimental tryout will be used to perfect the Plan before its final distribution. As soon as the manual is published, probably early in 1941, the services of the Study Staff will be available, to the extent possible, to any school which wishes to adopt the Follow-up Plan as a part of its program. These services will be confined largely to expert assistance in getting the Plan started and in ironing out any mechanical difficulties encountered.

The schools to take part in the tryout of the Plan will be carefully selected on the basis of definite criteria so that adequate representation of different kinds of schools and communities, and of the various geographic sections of the country will be secured.

It is planned, also, to publish a report on the results of the tryout. It will consist largely of case studies of the schools involved with such conclusions as can be drawn, and a statement concerning the extent to which we have been successful in getting the secondary schools of the country to introduce the Follow-up Plan as part of their programs.

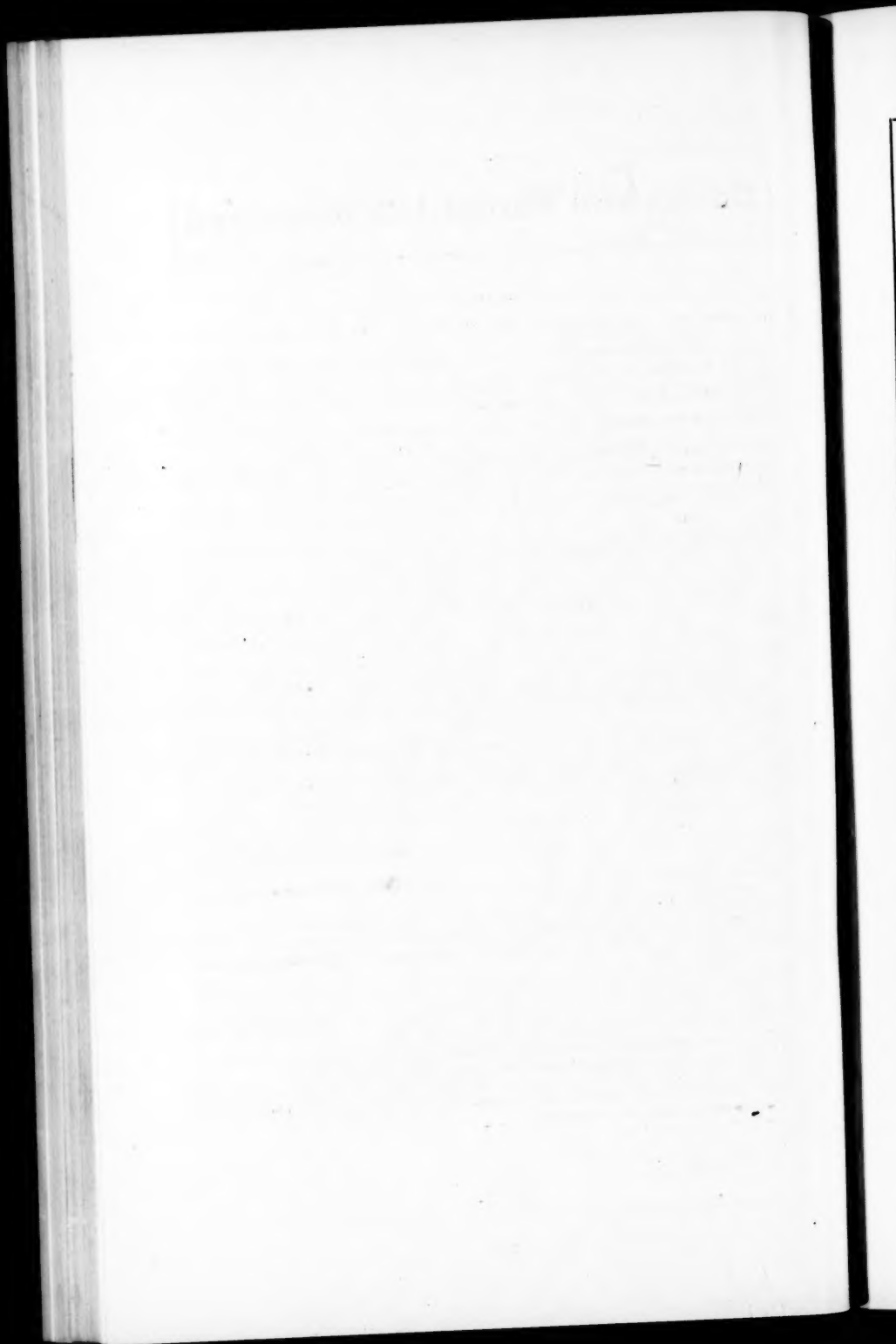
## Books and Pamphlets Received

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- KNIGHT, EDGAR W. *Twenty Centuries in Education*. Boston: Ginn and Company, 1940. Pp. xviii+622.
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- What the High Schools Ought To Teach.* The Report of a Special Committee. Washington, D. C.: American Council on Education, 1940. Pp. 36. Paper cover, 25 cents. Paper board, 50 cents. Discount on quantities.
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